

Childhood Education

The Magazine for Teachers of Young Children

DOROTHY E. WILLY, Editor

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Next Month —

■ Since handwriting continues to be a controversial issue, there will be three articles dealing with various aspects of this subject: when should children be taught to write, what should they write, and how can we teach them to write; a case study telling how manuscript writing helped a handicapped child, and a report of an experiment in copying manuscript and cursive writing. In addition, there will be a discussion of administrative hurdles in elementary education which need to be eliminated, quotations and illustrations from some of the outstanding children's books of 1936, a description of a Thanksgiving festival, a bibliography of stories and poems for Thanksgiving, and an amusing article on arithmetic.

—The Editors.

Contents for October, 1936

	PAGE
EDITORIAL COMMENTS	51
BUILDING SOCIAL COOPERATIVENESS <i>Katherine Reeves</i>	53
PLANNING A SOCIAL STUDIES PROGRAM FOR YOUNG CHILDREN <i>Mary M. Reed</i>	59
CONSIDER THE NEGRO <i>Evelyn Egbert</i>	64
PERSONALITY DEVELOPMENT THROUGH THE SOCIAL STUDIES <i>Dorothy Greenleaf</i>	67
ALL THESE THINGS <i>Lula Wright</i>	71
LIVING SOCIAL STUDIES—A COMMUNITY DEMONSTRATION <i>Staff of the Dever School</i>	72
TREE SILHOUETTES	74
BROADENING SOCIAL CONCEPTS—ANALYSIS OF A POULTRY FARM UNIT <i>Eva Gildea</i>	79
ACROSS THE EDITORS' DESK	83
BOOK REVIEWS <i>Alice Temple</i>	85
AMONG THE MAGAZINES <i>G. Hazel Swan</i>	88
RESEARCH ABSTRACTS <i>John A. Hockett</i>	91
NEWS HERE AND THERE <i>Mary E. Leeper</i>	93

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From *All the Children*

Thirty-seventh Annual Report, Superintendent of Schools, New York City

I should like to rise and go

Where rich goods from near and far
Hang for sale in the bazaar

—“Travel” by Robert Louis Stevenson

Editorial Comments

Finding the Wholeness of Life

MANY years ago when nature study was being introduced into some of the California elementary schools, a visitor of some importance, looking on at the school garden activities, asked the teacher, "And what are you growing in your garden?" Her reply was, "Boys and girls grow in our garden."

To live with boys and girls in the world of gardens, trees, birds; to live with children in the world of boats, dirigibles, airplanes; to work with human organisms who respond to whatever may be of utmost concern to them carries the teacher into relatively strange pathways, away from the traditional schoolroom with its organized subject matter to be mastered, out into neighborhood and community problems.

Too often has the elementary teacher been schooled in the science laboratory of facts. Too often this is where she remains until she becomes aware that these facts must be translated constantly into terms of living situations. The garden too often is a matter of information—soil analysis, drainage, germination, fertilization—all used as sufficient ends in themselves rather than for the social values they hold for child growth and development.

THE GARDEN is where teacher and child may meet common problems—the cutworm, the earthworm, finding out how they differ, not only in structure, but in function, the one an enemy, the other a friend of the garden—facts translated into terms of social understanding.

The living situation, then, becomes the teaching opportunity, whether it be the arrival of the "Queen Mary" in New York or the planting of trees around a Chicago school; whether it be ridding the local garden of pests, caring for young chickens, or feeding a mother rabbit. It may be exploring the nearby stream, the open prairie, the mountainside. It may be providing for bird neighbors by means of baths, houses, and desirable plantings for nesting and feeding.

All these hold untold possibilities, not only for acquiring science facts, but for learning the part social relationships play in these situations, developing human responsibility toward all life, or learning how to determine where there is neglect and lack of respect and reverence.

As social mindedness increases, the maturing student looks beneath the magnificence of the "Queen Mary," becomes aware of, and questions the necessity of the human cost that has made its creation possible. He becomes sensitive to the blending of neighborhood interests through his participation in the creation of a new neighborhood school center. There is new meaning of a drought in terms of food and water for man and beast when his daily living is affected. All of these experiences may

develop social attitudes and added understanding, provided the interpreter who as mother, father, teacher, or friend is sufficiently sensitive to the human implications suggested by the experiences. How can the student find this wholeness of life in our present set-up of teacher education? How is the fragmentizing of studies to be overcome except in a true laboratory of life and its living relationships? How shall the parent, as well as the teacher, succeed in ridding himself of old forms, old prejudices, old divisions of study and gain the vision of Shelley when he wrote,

Nothing in this world is single,
All things by a law divine
In each other's being mingle.

The child touches life at every point. The wholeness of living ideas and the way science reveals it creates increasing wonder and the urge to understand the great symphony of life.

—LUCY GAGE

Science and Children

TAKE the child as he is and help him to develop so that he can live the fullest, richest life possible in the environment in which he finds himself. This is the main purpose of education.

Any plan of education that overlooks the scientific and social environment in relation to the child is unsound. The reason why terraria, aquaria, school gardens, and nature materials in general are so important educationally is that they combine opportunities for science learning with opportunities for the development of desirable social traits.

The preparation and stocking of an aquarium is a desirable group activity. Much science learning is involved: What to use in making the aquarium? How to construct it? What kinds of animals are likely to be most successful? How can these living things be cared for?

Here are many opportunities for discussions, experiments, and investigations by the children. Everyone must do his part, and in doing so he learns to work with others. In the finished aquarium the individual should experience the joy of achievement; the group, the pride of ownership. In the care of the aquarium inhabitants, each child may develop a sense of responsibility.

Science learning and social development go hand in hand. In good teaching no attempt is made to separate them. Natural science and social science should not be enemies. Arm in arm they can reach great goals in child development.

—JESSE M. SHAVER

Lucy Gage is professor of elementary education and Jesse M. Shaver is professor of biology, George Peabody College for Teachers, Nashville, Tennessee.

Building Social Cooperativeness

KATHERINE REEVES

SOCIAL cooperativeness in young children is really no different in its fundamental character than it is at any other age or experience level, although its expression naturally takes different forms. It consists simply, not only of a willingness to live fully, but to "let live."

Cooperativeness, as an attitude, is the result of experience. Social cooperativeness is necessarily an attitude that involves one's relationships with other people. And, since the majority of contacts which young children have are with adults, it is largely this experience which builds up or modifies their social understandings and practices.

WHAT IS COOPERATIVENESS

Cooperativeness has two aspects. In the first place, it implies that the individual has a guiding philosophy, and in the second place, it implies that he has the social techniques for putting this philosophy into practice. It may seem remote to speak of the young child and a philosophy of cooperativeness in the same sentence. Actually it is not. Philosophy is the long-time phase of this building process. It is concerned with the building of meanings for the child; with the sorting and evaluating of experiences in the light of his success; with the discarding of some techniques and the elaborating of others because they have been weighed in terms of human satisfaction and found wanting, or adequate, as the case may be. Nature provides the young child with the equipment for making social responses. Nurture determines the uses to which it shall be put.

We are told that many of the conduct problems of a later period have their roots in the same desires as those which motivate individuals whose behavior is consistently acceptable to society. For example, the boy who

Before effective guidance in social cooperativeness can be given, the teacher must be able to understand and interpret the behavior of the child in the light of his maturity and the nature and number of his experiences. Miss Reeves, assistant professor, Department of Family Life at Cornell University, points out three types of attack on his social problems which we may help the child make habitual, which will be effective in any situation and at any age level.

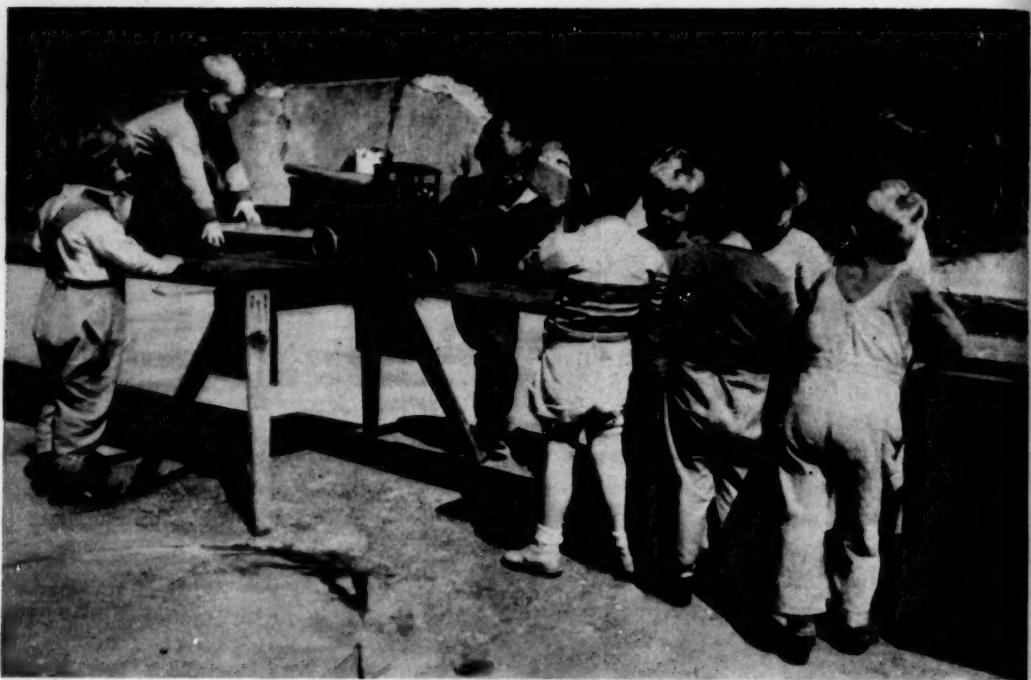
has discovered that he can command the approval of his group by making an exceptional record of scholarship in his school, and the boy who has found that he has won prestige in his group by throwing stones through all the windows in an empty house, are probably impelled by similar fundamental desires for recognition. This summary is helpful:

The numerous wishes involved in the personal development of the individual have been grouped by Thomas and Znaniecki under four general headings, namely (1) the desire for new experience, (2) the desire for recognition, prestige, approbation and esteem of one's fellows, (3) the desire for security and protection, and (4) the desire for response and intimacy.¹

INTERPRETING SOCIAL BEHAVIOR

How do these desires find expression among young children who live together in a group? What are some of the evidences of understanding of social cooperativeness? We shall consider one small part—the relation of child to child, in free play situations, not forgetting that children exhibit tremendous social cooperativeness in the numerous routine situations of everyday living in which they yield to the demands of adults.

¹ Juvenile Delinquency—A Group Tradition. By Clifford R. Shaw. Iowa City, Iowa; University of Iowa, Child Welfare Pamphlet, No. 23, 1933, 5 cents.



Lakeview Nursery School, Oakland, California

Courtesy Federal Emergency Nursery Schools

Ways of expressing social cooperativeness—taking turns being the pusher, keeping the road clear, and being a cooperative on-looker.

Adults, in dealing with the social behavior of a young child, need to understand that much of his behavior which is considered anti-social is in reality only the result of his being a very young person, with a limited number of skills and understandings at his command. Too often the child who hits, bites, snatches toys from other children, pushes, knocks another down, and behaves in similar unconventional ways, is considered a "naughty boy" or is spoken of as a socially negative child. This may be true, but it is predominantly not true.

To interpret such behavior at all times as negative behavior is to read into it all the meanings which have been accumulated by adulthood. Grown-ups have developed, through experience, adequate concepts of how it hurts when someone bites them. They know from experience the thwarting that results when their work is interrupted repeat-

edly. They know that many unpleasant things must be done, or greater unpleasantness will be the result. And, each in his own way, meets his daily stint of such situations.

But the two-year-old does not thus associate cause and effect. He learns by trial and error that when he pushes another child, the child cries, and he repeats the performance of pushing, not with any ill will toward his companion but because the sound of the crying is novel and interesting.

One child who had persistently pushed another child, day after day, was asked by her mother why she did so. "Because," answered Sally, "he cries so good." Just that—nothing more; no hostility entered into the performance, just enjoyment of the sensory stimulus of his "good crying."

To have blamed Sally, to have said, for example, "That was naughty," or "You were a bad girl to push him" would mean

only confusion in meaning to her. Yet, obviously, one individual may not go around indefinitely pushing another for the pleasure of hearing him cry. The clue to the adult in that situation was that sound had a peculiar interest for this child.

When the pushing continues, or the biting, or the hitting, beyond the period when it is experimental, it may be necessary to isolate the offender or to help him know just what it feels like to be bitten by directing his own hand into his mouth when he starts to bite, so that the force that he is sending against another child returns like a boomerang, to his own discomfort.

Often the young and inexperienced child who is in a group of children for the first time does not have the background of contacts to discriminate between animate parts of his environment. For example, a two-year-old child comes into a nursery school. The wagon charms him. He discovers that he can make it move if he exerts enough pulling force. He pulls. His whole being is centered on the pulling. In his inexpertness he bumps into a bench, and is thrown off his balance. We help him right himself and his wagon, and say, perhaps, "You bumped the bench," simply putting into words for him this disconcerting experience.

He goes ahead with his pulling. The next obstacle he meets is not a bench but a child. Again, in his inexpertness he bumps this second obstacle. And to his surprise, it cries. He may be affected in a variety of ways. If he is one kind of a child, he may be afraid of this object which cried when he bumped it. Or he may be charmed by the noise his inadvertent movement has caused. Or, if he has had enough experience previously, he may understand that he is the cause of distress on the part of the other child, and may try to make restitution, or he may offer some such conventional term as, "I'm sorry," or "I didn't mean to."

There are young children who have learned so well the patter of apology that

they have said, "I won't do it any more," or "I didn't mean to" when they have not been, even remotely, the cause of another child's distress. It is easy to stereotype responses of this kind in children—that is, to give them a superficial store of verbal excuses in which there is very little understanding and no feeling evident.

Occasionally, however, a very young child will have both understanding and technique, such as one little boy showed in a nursery school group the first day he was in school. Another child rode a tricycle off the walk and fell in a heap. He was startled, and perhaps hurt a little, and he began to cry loudly. The first child left his own play and went to the fallen one, said to him, "Oh, I 'orry, I fix that for you," and righted the tricycle. Then he put his arm around the crying child, helped him up, got a piece of kleenex and wiped the tears away, and went back to his own play in the sandbox. The child who had had the mishap rode away comforted, and the comfort seemed more valid than if it had been offered by an adult. This illustrates, however, a high level of understanding and performance for so young a child.

More frequent at this age is the primitive exploratory attempt at contact, a phase through which every child passes—the tentative touching of another, the vigorous hugging and physical investigating, which means usually that the child who initiates it has made a tremendous discovery. He has come to an awareness of the personality of his neighbor. We mean by that, he has discovered that his neighbor is a person, that his hair is soft, that he has eyes, that he is made of movable parts, that he is another human being.

A very young child, under two years of age, was fascinated by the doll carriage, which she pushed about at a very rapid rate. But the perambulations of Betsy and the carriage invariably ended in disaster. Each time she started out, she seemed to head the carriage directly into another child, or some activity, such as block building. The trips ended

with a crash, which delighted Betsy and either hurt or otherwise disturbed the other children. The adult watching her felt sure that there was nothing intentional about the crashes, but that they would soon become so unless something was done.

First, the teacher directed the path of the carriage when it came near other children. But this resulted only in thwarting Betsy's purposes, and she discarded the carriage temporarily. Obviously there was no gain in the situation as such. To tell Betsy not to bump into children, or not to disturb block building would have been futile. She did not have, at twenty-two months, meanings which would help her associate such direction with her own activity in pushing the carriage.

After several occurrences it was obvious that Betsy did not think of the activity of pushing the carriage and the crash into another child as cause and effect, and was not, therefore, doing one thing to achieve the other. She thought of the whole performance as one activity. Push, crash, were both a part of carriage to her. And then the adult, who had been perhaps a bit stupid, realized that the cause of the whole thing was that Betsy could not see over the top of the carriage and was pushing it blindly. When the top was removed and she could push with full vision of the path ahead, the crashing ceased and she developed quickly a skill in steering.

This incident is truly illustrative of the spontaneous behavior of inexpert and inexperienced children which may come to be labelled uncooperative and for which the child may be blamed, scolded, or otherwise punished because an adult reads into it only what meets the eye—destructive and unsocial behavior.

The ideal of "let live" is often complicated for young children by the fact that they are at the same time learning to live physically. They are learning skills and controls that have become automatic by later childhood. Many of the quarrels that young

children have over materials are due, perhaps, to the fact that we set up a standard of sharing which is in conflict with the mighty growth needs of this period. To want muscle practice and to have to share too often the shovel or the cart or the other toy that is supplying that practice is a bitter experience.

Another cause of conflict in the possession of toys is due to the inadequate language of many children at this age. "Mine" means not only "I own that" but it means "I want that." Another cause of conflict is that many parents believe in letting children "fight their own battles," which often means that the weaker child is exploited by the stronger, and that the slow child is exploited by the shrewd. This latter situation is a life situation of course, but perhaps it can be ameliorated.

Only through an understanding of the motive behind an occurrence can adults give children guidance and help them to become cooperative. Clues to the motive are sometimes to be found in the things children say. They have a more profound understanding of one another than we tend to credit them with. They often sense a motive which is clouded to adults, and evaluate for its real meaning an incident that seems definitely undesirable to an older observer.

Two children, a boy and a girl, about three years old were observed one morning to be engaged in a series of difficulties in which the little girl usually came out the loser. After several physical encounters had reduced the child to tears, the adult in charge decided that these two would be better off apart, and took the little girl into the house to work at some project with her. As they sat together removing wraps, the child looked at the adult and said with a radiant smile, "Bobby and I had so much fun this morning knocking each other down."

This same child told her mother one night that she had knocked Bill down that day. Her mother, at a loss, perhaps, as to what to say asked, "Why did you do that?"



Associated Experimental Schools, New York City

Taking care of the turtles is a serious responsibility to these eight-year-old nature students. (An excellent opportunity for combining science learning with the development of desirable social traits.)

"Oh," said Nancy in a perfectly dispassionate way, "I got tired looking at him standing up."

How CAN EFFECTIVE GUIDANCE BE GIVEN

The problem constantly before adults is how to guide without imposing a pattern of response on the child; how to guide so that in the relations side of his life there shall be creative production; how to fortify him without over protecting him and making him dependent; how to prepare him to receive the impact of life with its disappointments, with its irksome situations, with its deep thwarting without losing his essential poise. It is im-

possible to make rules for situations. Each is peculiar in its make-up. The procedure that avails today is not right tomorrow. But admitting this, we must make a working plan for the handling of the many occurrences that come up daily.

It is well to remind ourselves often that the end we desire is a standard of conduct that will serve the child well in life, not only today and tomorrow in the nursery school, but in grade school; and not only in early childhood, but in youth and adulthood. This means that we must build toward a sense of cooperativeness and tolerance, having its wellspring in the child himself. I know that this point of view is arguable, in this day of

social and governmental upheaval, but it is the philosophy on which we proceed—that tolerance and a sense of brotherhood are desirable attitudes.

We cannot, of course, set up patterns of conduct adequate in all the pleasant and unpleasant situations into which life will project him. We cannot foresee and provide for the exigencies of his adulthood. All that we can do at best is to help him understand that the principle of cooperativeness is a self-directive one. We can help him set up several habitual attacks on his social problems:

The habit of evaluating situations—that is, we can actually weigh with him the relative values within a situation. For example, which will be the better procedure in the long run: to hold tightly to his new cart and scream when his neighbor tries to see it, or to relinquish it for a moment, cherished though it is, and allow his neighbor to hold and examine it?

Obviously the "leading on" solution to such an everyday problem is to share the toy. But that is a hard step for some children to take. The adult must find the way to make that clear to both children. To say in so many words, "Jack, I think you will find it pays in the end to share," would be stupid. But she can take the role of interpreter. Both seeker and sought have confidence in her. To the owner of the cart she can make clearer the desire of the other child, saying something like this: "He likes the redness of your cart. He likes the way the wheels turn." The owner can understand this. He likes those same qualities in his cart.

The adult continues, "May he hold it in his hand for a moment and look at it? He will stand right here beside you and look at it." Usually this is enough to convince the child that no evil is designed against him, and that this treasure of his is attractive to others also. He will hand it over for a moment, and the adult may take this opportunity to say to the borrower, "This is Jack's new cart. It belongs to Jack," clarifying for him his momentary possession.

The process is truly one of building. It is slow and usually uneven. But if there is an increment of understanding and respect for property and privileges in the course of a year, something has

been achieved. Four-year-old children who have lived in a group tend to settle their own misunderstandings fairly, and to arbitrate and weigh the essential justices for one another.

The second habitual attack on problems which we desire to set up is that of making a plan about a disputed material. We use the term, plan, as often as possible with the children, hoping that they will come to understand in it the meaning we intend—that of a thoughtful and well-considered way of proceeding. When a child has worked out some problem, or come to some decision independently, we say, "That seems to be a good plan." When he is in difficulty over the possession of materials we may say, "Talk to Mary about it; make a plan."

We leave the voicing of the plan to the child. Sometimes it will be a verbal one, sometimes it will be a silent smile, and sometimes it will be a push. But through practice and the summing up in language, which the adult may do for him after such experience, he learns that the smile or the "talking over" succeeds more often than the push. A solution that succeeds comes to be what Kilpatrick has called "a path for the mind to take."

A third habitual attack on problems is that of believing, and encouraging a child to believe, that a peaceful solution is possible. In other words, that peace is eventually an achievable ideal. In these days when we hear that conflict is a biological necessity, that civilization proceeds through the elimination achieved through conflict, we can hold to the educational ideal that not conflict but how it is resolved is the important thing.

What, after all, is the task of education?

"The task of education is to do everything that can help a child become an independent and courageous man, who is ready and prepared to adapt himself to the community to which he belongs, and to render his best service where he has chosen to serve. What we demand of men, and hope for in children, are independence, courage, the desire to work, and the communal sense, or the sense of the brotherhood of man."²

² The Meaning of Education. By Erwin Wexburg. P. 147.

Planning a Social Studies Program for Young Children

MARY M. REED

DURING the past ten years the materials of the social studies have developed at an amazing pace. Social organization and programs for young children have undergone radical changes. Materials attempting an interpretation of the Froebelian philosophy are rapidly disappearing from the kindergarten.

In the primary grades, a program of the "three R's" is changing to one which carries meaning to children. The social organization is that of a community representing the social world as children see it and live it.

In their activities children reflect the thrilling adventures which they have experienced in their environment. They show a vitality and realism not found in the traditional school. Resulting constructions and block play give evidence that excursions have sharpened their observations. Dramatic play, discussions, and conversations reveal the enjoyment of living and learning together.

With the activities of the social studies as a setting, the child's school life functions with more unity. The "three R's" take on meaning and reason for being. Art materials release ideas and feelings experienced from contacts in the environment. Dramatic play utilizes all kinds of materials in the reliving of those aspects of social life which most vividly catch the imagination. The jungle gym may become "The Queen Mary," "The Hindenberg," or serve any other purpose in the rehearsal of dramatic happenings.

EARLY SOCIAL STUDIES CURRICULA

Social studies for young children were given impetus when Dewey's social philosophy was taking form in educational programs. The beginning was unpretentious but

What is the concern of the teacher in developing a program of social studies for young children? The teacher must know her children—"their interests in the activities of people, their knowledge of social affairs as shown in their interpretation of human relationships, their problems in understanding human relationships, their needs for new knowledge, and their developmental limitations in attaining social meanings."¹ Miss Reed is assistant professor of education, Teachers College, Columbia University.

was marked by unmistakable values. The materials were simple. Children used them with great ingenuity. The products of their activities were interpreted in terms of child growth—in the clarification of their ideas, in the increase of their ability to make adjustments when working and playing together, in the fulfillment of satisfaction in achievement, in the gratification of a better physical control in doing a more detailed piece of work—thus demanding the need of new materials to parallel their widening interests and abilities. In short, emphasis tended to be on child growth, and the products so simple but so typical of his powers were important only as they helped to show this growth.

As the social studies curriculum began to emerge and was accepted in an increasing number of schools, the curriculum pattern became one of discovering and satisfying the interests of children. However, the lack of a basic social philosophy, a clear understanding of child psychology, and the set that a formal traditional curriculum had made, often

¹ Quoted from "What Do We Mean by Social Science for Children Between Two and Seven," by Mary M. Reed, in *Growth and Development*. New York City: Progressive Education Association, 1936, p. 161.

led the enthusiasms of teachers astray. Emphasis was placed more and more on the finished results of studies carried on, on more complicated and sophisticated products, and less on what the experiences of social studies did for the maturing powers of children.

Consequently, today, products of children's activities in some schools stand in undisturbed display in classrooms for visitors to admire. The child's growth which takes place in the exploration of his social environment, in the continuous use of materials, and in the dramatic play with the products he has made, is not clearly seen in such classroom pictures.

TODAY'S SOCIAL STUDIES CURRICULA

The present day use of social materials is obvious in the printed set-up of certain current curriculum patterns in social studies. The organization is more logical than psychological. There is more emphasis on subject matter than on child growth through experiences; more emphasis on grade placement than on individual needs.

Examine these curricula of the social studies now found in educational literature. Social life is carved into small portions—a piece for the kindergarten and each one of the primary grades. Children in the kindergarten study the home; the first grade, the home and the school; the second grade, transportation; the third grade, community life. A teacher's difficulties and limitations are obvious with these barriers. Children do not naturally react to their environment in this partitioned way. The world of even the five-year-old child is bigger than his home; bigger than his home and his school; bigger than the community in which he lives.

WHAT CHILDREN'S ACTIVITIES SHOW

What trends in our social living have visits to kindergartens in 1935-1936 revealed? Some children in their activities use their materials to express their interest in Italian boats sailing to Ethiopia and in airplanes with

bombs exploding over an imaginary Ethiopia. Dramatic warfare is alive! Prejudices for and against Italians are expressed. Italy and Ethiopia are a part of the social environment of these children.

The elevator strike is experienced by children. Dramatic play takes on the pattern of a strike. A child uses material in his environment to make a placard; he is a "striker" patrolling the street.

"The Hindenberg" flies over New York. It soon flies into the school environment. The Atlantic Ocean, the activities of people on this dirigible, the mail with its engaging stamp, prejudices against Germans—all are vaguely but dramatically a part of the environment of the five-year-old.

"The Queen Mary" leaves England, and before she reaches New York she is already a part of the children's environment. They build her, equip her, man her, navigate her, demand information about her. When she arrives, they want to see her.

Not only in this group of five-year-olds do we find these colorful, dynamic world happenings, but in the first grade, in the second grade, in the third grade. Each group, yes, practically each child in the group is experiencing these community and world events on the level that has meaning to him. These happenings are affecting his ideas of transportation and his conceptions of how people settle disagreements and quarrels.

Children of kindergarten and primary age have neither the intellectual readiness nor the emotional maturity to solve complex social problems. However, in their own school experiences, they are learning better techniques for settling conflicts with the members of their own groups. They can, perhaps, vaguely understand that wars and strikes are ways by which large groups of people try to settle their differences. Some ways are better than others. These vague understandings may not eliminate entirely dramatic warfare from the classroom but the child's desire for such action may be diverted and put to construc-

tive uses. This is often a difficult thing to manage, however.

All of the five-year-old boys in the kindergarten are buzzing around with their airplanes. Boom, boom, boom, they go! Boom! Shells are dropped upon their imaginary enemies below. Excitement grows. The airplanes swoop up and down. The booms grow in violence. The teacher calls the group together and they apparently agree to give up warfare and to carry mail in their planes.

Jim explains later to his mother that Miss Thomas does not like war and asks them to stop booming. "But," he adds, "I *like* war, and I kept on saying boom, boom under my breath while I pretended I was flying a mail plane."

Often the teacher may get her cues for guidance from the play carried on and the discussions between the children. Here lie the possibilities for starting early roots in discriminating and judging ways of behaving.

BRIDGING THE GAP BETWEEN CURRICULA AND CHILD INTERESTS

To turn children from the realities of their social life, to ignore the possibilities of learning through purposes which their environment stimulates is to be questioned. Children do not naturally live in a narrow defined part of their social world as prescribed by a highly organized curriculum. They are affected by many social forces in their environment—posters, pictures, newspapers, movies, radios, adult conversations. Their reactions are seen in their block play, dramatic art, and fine arts. It is through these that good teacher guidance helps the child get ideas and feelings and meanings which identify him with a bigger social world.

Neither does the artistic teacher use a fore-planned program to meet a real life situation. A static, partitioned curriculum tends to make a static limited teacher. The curriculum of the social studies must orient itself around the child. All social materials must be a means to an end, that of helping the child to under-

stand the world he experiences daily.

The freedom of the child to express ideas and feelings in those realms of the social world that affect him through language, fine arts, and dramatic play gives the teacher her leads to direct discussions and to arrange environments for new and needed learnings for each child—learnings that will expand his knowledge, educate his feelings, challenge the prejudices he holds, and broaden his social attitudes.

The teacher, too, must have freedom to draw upon sources other than those prescribed in the curriculum assigned for her grade. "The Queen Mary" and "The Hindenberg," the elevator strikes, and wars in Ethiopia are not in her school curricula. Her job is defined. She uses the materials assigned her and gets a good pattern of the prescribed curriculum unit. This meets the approbation of principal and parents. Why change? Easy satisfaction comes in having the next group of children repeat what a former group has done. Thus the teacher is in danger of becoming as lifeless as the curriculum she is following and as traditional as the school she thinks she is outgrowing.

"CULMINATING ACTIVITIES"

At this time, when our expanding knowledge of the physical, mental, emotional, and social development of children is being brought to the attention of teachers, we find ourselves turning to a somewhat critical examination of what characterizes current practices in our schools. Unfortunately, the social studies can lend themselves easily to those activities which display children's products and ignore sequences of child growth.

There is a real danger here. The auditorium activities in which young children adapt themselves to adult purposes rather than fulfill their own, need careful examination. In some situations the different age groups prepare over a long period of time for a finished auditorium performance. They rehearse and rehearse (drill) to attain a "cul-

minating activity" and finally produce one not their own, for the real art of children does not emerge under such conditions.

If an individual purposes to do so, he can with sincerity share ideas or feelings or products with a large audience. He needs, however, to be emotionally adjusted to large groups, to be conscious that he has something which this large group wishes to know, to have sufficient social-mindedness to wish to share his contribution with the audience.

This stage of social development is not likely to be found, however, among young children. They are too near the beginning of their struggles to gain their own independence, and to see their relationship to certain aspects of the larger social world which they only vaguely sense. Any attempt of adults to take the child out of the setting in which he is a real artist, an actor, a craftsman, an explorer, an experimenter limits his opportunities for social development and deprives him of experiences in which his creative powers can function sincerely and purposefully. The auditorium performance, the festival, the large assembly for young children must be studied for their possible mis-educative effects, otherwise they may produce conditions which result in an artificial product and undesirable emotional reactions of excitement and tenseness.

Exhibits for parents' day and for national teachers' conventions also lend themselves to the showing of finished products of the social studies program. The products assume undue importance. The sincerity and respect for each child's stage of development fades into a desire to produce an exhibit of sophisticated results. Records telling the steps in developing personalities of children are lacking at these exhibits. There is little objective evidence which tells of real changes in the children due to the environments in which they were experiencing new ideas and social techniques.

THE SOCIAL STUDIES AND CHILD DEVELOPMENT

There should be certain reorganization of the social studies program with child development as its objective. This reorganization should be based upon assumptions or principles to be derived from the most objective information now available concerning children's development. Suggestions relative to these assumptions and references to materials out of which they may evolve are listed here.

The materials of the social studies should be rooted in our present knowledge of child development and child learning. The nature of the child at different age levels and individual differences within an age group will require a thorough investigation of the literature on this subject, and careful observational studies of the social behavior patterns of children.

Developmental Psychology. By Florence L. Goodenough. Boston: D. Appleton-Century Company, 1934

Child Adjustment in Relation to Growth and Development. By Annie Inskeep. Boston: D. Appleton-Century Company, 1930

School Begins at Two. From the Manuscripts of Harriet M. Johnson. Edited by Barbara Biber. New York: The New Republic, Inc., 1936.

Growth: A Study of Johnny and Jimmy. By Myrtle B. McGraw. Boston: D. Appleton-Century Company, 1935

Development of Learning in Young Children. By Lovisa Wagoner. New York: McGraw-Hill Book Company, Inc., 1933

Principles of Mental Development. By Raymond H. Wheeler and F. T. Perkins. New York: The Thomas Y. Crowell Company, 1932

The fundamental conditions for building up the energy of children—food, fresh air, rest, exercise—should be specifically formulated, together with the place the energy-building processes have in the child's ability to develop as an intelligent member of the social group.

Healthy Babies Are Happy Babies. By Josephine H. Kenyon. Boston: Little, Brown and Company, 1934

Nutrition Work with Children. By L. J. Roberts. Chicago: University of Chicago Press.

Foundations of Nutrition. By Mary S. Rose.
New York: Macmillan Company, 1933

Physiological, psychological, mental, and emotional needs of children should be formulated in a way to show how the social needs come into the total picture and the interdependence of physical, mental, emotional, and social development.

Nursery Education: Theory and Practice. By Wm. E. Blatz, Dorothy Millichamp, and Margaret Fletcher. New York: William Morrow and Company, 1935

Child Psychology. By Arthur Jersild. New York: Prentice Hall, Inc. 1933

Children in the Nursery School. By Harriet Johnson. New York: John Day Company, Inc., 1928

A Reconstructed Theory of the Educative Process. By Wm. H. Kilpatrick. Bureau of Publications, Teachers College.

Growth and Development: the Basis for Educational Programs. New York: Progressive Education Association, 1936.

Principles of Mental Development. By Raymond H. Wheeler and F. T. Perkins. New York: The Thomas Y. Crowell Company, 1932

Personality Adjustments of School Children. By Caroline B. Zachry. New York: Charles Scribner's Sons, 1929

"Emotional Needs and Social Development." By Caroline B. Zachry. Personality Adjustment of the Elementary School Child. Fifteenth Yearbook. Washington, D.C., Department of Elementary School Principals, National Education Association.

Scientific methods of studying social behavior should be utilized as a means of constructing more simple techniques for use by the classroom teachers. These techniques should give aid to the teacher in discerning the cues for children's environmental arrangements and guidance.

First Year of Life. By Charlotte Bühler. New York: John Day Company, Inc., 1930

"Measuring Behavior Traits By Means Of Repeated Short Samples." By Florence L. Goodenough. *Journal of Juvenile Research*, 1928, 12:230-235.

Observational Studies of Social Behavior. By Dorothy Thomas. Institute of Human Relations. New Haven: Yale University Press, 1933

Data from classroom practice should be quoted to indicate teachers' needs for freedom in using any part of the community pattern—local, national, or world—which is essential to clarifying the child's interpretation of the social world which he is experiencing. This data would show, also, the expansion of the child's interests into new meanings, clearer relationships of himself to his environment, better relationships between himself and other members of his group.

The environmental conditions of classroom, playground, and home should be stated in terms of (1) the space and materials important for children to sense their own purposes and to carry them through; (2) the guidance necessary to develop increasingly the powers of self-initiative, and self-direction, and to make life as full and satisfying as possible.

Parents Look at Modern Education. By Winifred E. Bain. Boston: D. Appleton-Century Company, 1935

School Activities and Equipment. By Rose B. Knox. Boston: Houghton Mifflin Company, 1927

Units of Work: A First Grade At Work; A Non-reading Curriculum. By Lula Wright and Mary M. Reed. New York: Bureau of Publications, Teachers College

A plan for records should be set up to show (1) social learnings which grow out of the activities of children at different age levels, and which give (2) objective evidence of children's social behavior and needed changes in guidance and environment.

From the data gathered from this objective information, standards should then be formulated to evaluate the activities of our present program of social studies. A future program of social studies can then evolve which will utilize the most recent findings in child guidance.





Consider the Negro

EVELYN EGBERT

MIGHT not the study of the Negro race be made a basis for our appreciation of other races? Why should we wait until we are adult to know that there is such a thing as Negro culture and that there are "all sorts" of Negroes just as there are "all sorts" of white people—that the difference in color of face is not a final criterion as to the interests and thoughts of the mind within?

It was with some such thought as this that we started a family project, one of those perennial projects that probably will keep popping up through the years and, we hope, never be finished.

One morning as we were riding to school, we read without premeditation this poem by the Negro poet, Countee Cullen, because it was eight-year-oldish as you'll see.

Once riding in old Baltimore,
Heart-filled, head-filled with glee,

Children are born without prejudices of race, creed, or class. But in growing up they learn an amazing number of prejudices from intolerant adults. Mrs. Egbert, a part-time commercial artist in Washington, D.C., and full-time mother of three boys points out the advantages in acquainting children with the Negro race as a means of developing appreciation and tolerance of Negroes, and all races.

I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled but he poked out
His tongue and called me, "Nigger."

I saw the whole of Baltimore
From May until December.
Of all the things that happened there,
That's all that I remember.

"Too bad," said Bruddy, just turned six.

"Think I'll learn that," said Lawrie, whose tastes run that way.

And so our project was launched and the whole family learned this poem.

Since then we've been reading books of Negro folk-lore, looking for Negro plays and books about Negro children. There are far too few of the latter and they *should* be written by Negro people.

When we visit the museums and art galleries, we look particularly for works by Negroes or about Negroes. In the National Museum in Washington and the Field Museum in Chicago there are beautiful bronzes of Negro types. We have often spoken of these and of the stories or activities they portray. Other wax groups show the Negro at work—carving, working iron, weaving.

We have visited the Expositions Coloniales in Paris where the French with characteristic independence have been quick to recognize the artistic merits of Negro arts and crafts. In the fine arts we have seen the works of Henry Tanner, whose pictures hang in the Luxembourg, the Philadelphia Academy of Fine Arts, and numerous other great galleries. Now we should like to visit the exhibitions of Negro art held every year in the Art Center in New York City, or at International House on Riverside Drive.

We hope to visit more Negro schools, Negro hospitals, publishing plants, and perhaps soon to subscribe to a Negro magazine.

A further appreciation of Negro culture has been developed through records of Negro music—folk-songs and dances, the spirituals which are sung around the world, works of Burleigh and songs of Robeson. Then there is Negro literature—poetry by Phyllis Wheatley, Paul Lawrence Dunbar, or the modernists, Claude McKay and Countee Cullen; novels, including Walter White's *Flight* which won him a Guggenheim fellowship for creative writing in 1927, biographies like Alain Locke's *The New Negro* or Robert Russa Moton's *Finding a*

Way Out which are such fitting sequels to Booker T. Washington's *Up From Slavery*.

There was the time when we mentioned quite casually over the ice-cream cones that it was a Negro woman who first thought of making ice cream. The boys exclaimed with joy over this and so we replied, "Oh that's nothing. A Negro woman first thought of 'chicken-pie' and 'crab-gumbo' and 'hominy-and-chestnuts' and . . .".

"Couldn't the white folk think of anything good to eat?" asks Bruddy, thus expressing his approval of a Negro talent that touches his six-year-old level of appreciation.

Little Black Sambo, Mom Beck and Farina can help us with Bruddy's race problems, too. He scarcely needs it, though, for he can still appreciate the rolypoly and affectionate qualities of the little Negro boy whose mother came to our house by the day. "The only trouble with Andy," says Bruddy, "is that he won't wrestle back." Andy has been brought up with an entirely unwarranted respect for little white boys.

In some of our schools for colored children projects which acquaint the Negro with his own history and achievements are being taught. Why cannot the same materials be presented to white children with the objective of giving them too some concept of Negro culture?

Very small children enjoy "being" somebody. Why could they not "be" little colored children for a day or an hour, playing store or house or train? In the past, in our teaching about other races and peoples, we have been apt to dwell at length upon the differences rather than the similarities between races, exaggerating the strangeness rather than breaking down this barrier to friendship. By "being" a little Negro the child grasps in a subtle way the fact that underneath the black skin the interests, hopes and affections of the two are really very similar. This similarity may be made more understandable if the white child wears a black mask while engaging in activities to which

he has long been accustomed and familiar.

Discussions of customs and construction of Negro villages as they are in Africa and America, or of Negro arts and crafts may lead later on to a study of biography and the history of the achievements of the race.

There is a need for children's plays in which all or most of the characters are Negro, where care is taken to avoid old stereotypes. An historical pageant of the Negro in America might be made to please any audience and might bring out clearly the cultural achievements of the race. A ship bringing the first Negro slaves to America, followed by scenes illustrating their contribution in work to the development of the wealth of our country; Phyllis Wheatley, the first Negro poet, receiving a letter of congratulation from George Washington and later her freedom as a result of her achievement; then, perhaps, a Negro mammy learning to read and she in turn teaching her little white charges as many of them did; Negro educators, musicians, artists and writers—all in a procession of color, rhythm, pathos and joy. And by all means, a Negro mammy making the first ice-cream!

We spend a great deal of time in our schools today studying other races and their culture. Children thoroughly enjoy learning about and "being" Chinese, Indians, Eskimos, and Dutchmen. They would enjoy the Negroes with equal enthusiasm. All the wealth and richness of their culture lie immediately at hand and is so inextricably woven into ours that in order to understand our own we must know about theirs.

After all, doesn't tolerance begin at home?

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Personality Development Through the Social Studies

DOROTHY GREENLEAF

THE social studies are directed toward making socially effective personalities for our children. Although only one phase of school life, they comprise perhaps the most fertile field for training in social adjustment and enrichment of personality. They reach by means of their content into all avenues of life. Thus school life and learning become closely articulated with community life and maturing.

Social understanding as one goal of education is a broad term, expressing many ideas as to the nature of the participation of an individual in society. The well-balanced person is not only in tune with society but with himself, which is perhaps more important. To achieve that end, however, he must have rapport with his fellows and satisfaction in sharing experiences with them toward a constructive end. It is with his own personality adjustment to both his co-workers and their building program through the medium of the social studies which give opportunities for practice in social behavior and social planning that this article is concerned.

CRITERIA FOR SELECTING CONTENT OF SOCIAL STUDIES

The nature of the content in the field of the social studies is perhaps as important in developing an attitude favorable to social improvement as the methods and techniques involved. The subject matter taught is concerned with the improvement of the social order. Criteria for selection of the material are based upon the fundamentals of social living, an understanding of which children should have.

The content must have not only social significance but it must be within the range of

How can the social studies contribute to the development of personality? Does their effectiveness lie in the nature of their content and the activities which grow out of it? Can we measure the effectiveness of any subject matter's contribution to the growth and development of the individual? How does the point of view expressed here by Miss Greenleaf compare with that of Miss Reed and Mrs. Gildea whose articles are published in this issue? Miss Greenleaf is a primary teacher in the Randall School, Madison, Wisconsin.

the child's experience, his interest and his ability to comprehend. In other words, the materials of instruction must contain the elements to be taught and must meet the child on his own plane of maturity and interest.

Child interest and child-directed activities are worthy and profitable criteria for the selection of subject matter provided they are used as only one criterion and then only if they incorporate the basic understandings and concepts of social relationships which we hope to build in our children. Controversial as this issue is, we believe it is still possible to find interesting and worth-while content at the child's level which will lay the ground work for further understandings at next higher levels. For example, a study of milk strikes does not belong in the first grade even if it is rich in its opportunity for teaching social understandings.

HOW THE SOCIAL STUDIES DEVELOP PERSONALITY

What specific opportunities do the social studies offer for the development of personality? In the first place, by his very contact with other people in daily life, the child soon recognizes the need for a code or guide

by which to measure his success and satisfactions in meeting the standards set by society. To participate in community living, he must conform to certain laws. To understand the viewpoints of other people, he must have some conception of the factors of time, environment and previous experiences which have influenced their present condition. These social understandings make clear to the individual how small a cog in a very large machine he is, whether he is a six-year-old being led by easy stages to take his place in a social group, or whether he is a high school senior about to graduate into the world of larger experience.

One of the basic needs for which all school work should provide is an outlet for self-expression. When inhibitions are swept away through the satisfactory accomplishment of having created something worthwhile or having given vent to energy wanting outlet by means of physical or emotional expression, the individual is well on his way to personality adjustment. The social studies provide daily opportunity for exercise in this requisite through language activities, physical education, constructive projects and the arts.

ACTIVITIES WHICH HELP TO ADJUST PERSONALITIES

By analyzing the various activities which help to interpret the social studies we find that they all contribute to the personality growth of the child. Let us examine a second grade unit on community life, for example.

The class takes an excursion to the post office, to the neighborhood fire station, or to the corner grocery store. Plans are made beforehand as to what they will see and do, and the manner of conduct during the trip. Observation of traffic and safety laws adds to their knowledge of the city regulations and develops respect for their enforcement. Careful and courteous attention to the guide-speakers who may offer assistance on the trip increases the child's respect for others in addition to broadening his experiences and

powers of observation. He learns that his actual conduct on the street or in public buildings or conveyances is no different when he is with a large group of classmates than it is when he is with adults or alone.

Back in the classroom come further efforts at this socializing process, and now the intelligent teacher finds her richest opportunities for remedial treatment of individual cases.

GROUP DISCUSSIONS

There is lengthy discussion both in large and small groups of the things they saw and did, and of future plans. Children all like to talk at once, but they can be guided in learning to listen and to contribute equally. Conversation is a two-way process with equal responsibility for both listener and speaker.

Many teachers do not require children to receive permission before they speak, but teach them instead the pleasant, easy, life-like custom of speaking in turns. Courtesy and politeness make social intercourse easy and enjoyable. The aggressive, loquacious child who tends to monopolize the conversation is taught courtesy and respect for the rights of others by allowing them a fair share in the conversation. The shy, timid child who hesitates to speak before a group is given an opportunity to express himself, which he will do, if the well-springs of interest are tapped.

By breaking up the discussion group into small ones, those children who naturally tend to monopolize can be grouped together where there is equal competition. In the same way, shy children who are struck with fear at the sight of an audience are helped to find security and freedom of speech by talking in small groups at first, usually with other children with similar handicaps, thereby eliminating the difficulty presented by the too-aggressive child dominating the conversation.

By changing the personnel of the discussion groups frequently, leaders are allowed to develop and otherwise diffident children are encouraged by the confidence they acquire and the approval they call forth from

both teacher and classmates. Security, confidence, courtesy, and respect for the rights of others are all acquired and contribute toward the full and rich development of the individual through oral language activities.

COMMITTEE ACTIVITIES

Committees are appointed to prepare for an assembly program, a culminating activity, or construction of a store. Chairmen and committee members are chosen with their personality needs in view. A competent child who is too easily quieted by more outstanding leaders is challenged by the chairmanship. Self-reliance, responsibility, and initiative are natural outcomes. Other members on the committee must practice cooperation and share ideas if the work is to be accomplished. A fair give and take of opinions, weighing their worth in the light of what is best for the group, cannot help but build sincere, honest and cooperative citizens.

In a third grade, a problem arose concerning playground rules which involved a strong difference of opinion among members of the class. It was decided finally to refer settlement to the principal, and a committee representing each faction waited upon her by appointment. The spokesmen stated their cases and with the solemnity of a court received her decision which they returned to the class. Surely the privilege of freedom of speech, a fair court of appeal and an unbiased settlement helped to make these children more self-reliant and more poised, confident, and tolerant.

WRITTEN EXPRESSION

Children's written expression becomes as fluent and easy as oral expression, with opportunities for development. Both reflect their increasing initiative in making arrangements, confidence acquired through repetition, social poise and courtesy.

It may be necessary to write a letter thanking the firemen for their time and courtesy or to a manufacturing concern asking for infor-

mation or materials. Or a class may want to put its experiences in writing for future reference or permanent record.

One lad who had a severe reading disability dictated to the teacher a detailed and interesting report on the Rust Cotton Picker in connection with a unit on cotton. At the culminating program, he read it to the class fluently with pride and satisfaction. The incoherent child frequently finds that he expresses himself better on paper than on his feet, and for him the social studies provide a wealth of material upon which to enlarge.

CREATIVE EXPRESSION

Because of its wide scope and the variety of interests and activities it represents, the social studies stimulate creative self-expression. Who has not known a little child who did not love to draw, skip with joy, or musingly ponder "tall thoughts" under the right circumstances? These creative drives are met and encouraged in the right schoolroom, and they find release in all manner of activities. Drawing and painting, original songs, rhythmic bodily action and creative poetry and prose have all come from a child some time or other, demonstrating what stimulation will do when the gates are open and freedom of expression is permitted to hold sway.

SHARING EXPERIENCES

There always comes a time in school when the children want to share their experiences and pleasures with others in the form of a party, program, or dramatization. They decide to close their study of Japan with a play, to put on a miniature state fair following the farm unit, or to conduct a travel bureau after studying the geography of the United States. Any performance requires preparation and organization as well as ability; and if children are given the responsibility of a program, all those participating will benefit. The master of ceremonies, the announcer, the hostess, or the director all must exercise some quality of leadership and each one is bound to grow

in courtesy, initiative, responsibility, and self-direction because of it. Likewise, the other participants, if carefully chosen, contribute not only to the success of the program, but to their own success as integrated personalities. Programs, then, integrate the individual as well as the work of the school.

DEVELOPMENT OF LESS TANGIBLE ATTITUDES AND QUALITIES

Some less tangible attitudes and qualities of personality such as honesty, truthfulness, thrift and orderliness are frequently left to chance in building a program of child development. Attention in teaching them is apt to be both incidental and accidental. They are not present usually, in the young child, but they can be developed through repeated and satisfying experiences until they become habitual. Many such experiences, particularly in the social studies, can be utilized daily in the right direction.

Floor talks and reports require research and careful discrimination of material. A child's resourcefulness and independence in collecting data are measured by his ability to find pertinent data and to report it accurately. With the wealth of material in social science which many schools now find available, it becomes necessary and desirable for the child to exercise some discrimination in his choice and use of material.

Truth and honesty embody more than speaking the truth. Children who learn that truth and honesty are important not only in speaking, but in collecting, reporting and judging material and ideas are a long way toward achieving the social ideal. References to sources, comparisons of information, weighing the merits of sources, and proving disputed details by further research all help

to build in the child the idea of truth through the need for careful selection, discrimination in searching for material, and accuracy in reporting it. A word here with regard to the blind acceptance of the infallibility of the printed page is probably not amiss, either.

Teachers nearly always find one or two children in their classes who are serious misfits emotionally and socially. By tapping the special interests and abilities of these children, they discover their own powers and utilize their misdirected energies toward more constructive ends. When they have useful work to do, and when it is appreciated, they become more normal.

Children of less endowment are frequently unhappy because they lack the richness of life's experiences which protects them from the abuses of society. If they are to continue to serve that society well, they must be provided with a compensatory philosophy as well as a variety of satisfying experiences. Active leadership in the construction of the doll house, the fire station or the irrigation project becomes the most vital thing in the world to these children. The academic work when suited to their interests and abilities, too, becomes less burdensome until finally their growth in ability and interests makes them happier and better adjusted members of society.

How well the school curriculum will serve these purposes can best be judged by the oncoming generations of children, but of this we are certain—a sensitivity to social problems, a desire for social improvement, and practice in social living are outcomes that are bound to result if the social studies and their concomitant activities are focused in the right direction by the understanding teacher.

All These Things

IF WE consider what makes living a contribution and a thing of satisfaction and growth, certain attributes stand out. We struggle so desperately for a little security, a little food, chances for cleanliness, for clothes and for a place in a social or productive group. But after all, when we have these, we have mere existence. What more do we—do our children need—to live generously, joyously, freely?

First, a cultivated sense and delight in the ludicrous, ridiculous, funny things of life—something that Tenniel, Lewis Carroll and Clarence Day had; that Robert Sherwood and Charlie Chaplin have today; something tonic and life giving that clears away the hates, envies, jealousies, morbid desires and makes for clearer vision. We haven't valued laughter and nonsense enough for our children. We need to laugh with them over their witty attempts at jokes, rhymes and riddles; to help them see and feel the fun in common everyday events—unexpected happenings, exaggerated or grotesque touches, strange names and nonsense syllables, foolish stupidities. We need to join with them in drawing funny pictures and reading delightful laughter-provoking verse, leaving out, of course, the vulgar and doubtful. We need to lose our sophistication and become sensitive to the things children find humorous even though they are, as Lucy Sprague Mitchell says, "strangely physical and amazingly simple."

Then, let us have music and dancing and dramatics and other fine arts such a part of each day's living that they become an integral part of life itself. Let them so grow into the pattern of daily living that life cannot be considered apart from them any more than

This is the condensed form of a paper, "Interests That Make Life Worthwhile," read before Miss Marjorie Hardy's class on enriching the primary curriculum at the Forty-third Annual Convention of the Association for Childhood Education in New York City, May 2, 1936. Miss Wright is teacher of first grade, Lincoln School, Teachers College.

the businessman can be separated from his daily newspaper, the girl from her interest in pretty clothes, and the child from his play. What meaning such daily creative relaxation and enjoyment would have to the mental and physical health of the world and to the aesthetic enjoyment of life! What it would do to our personalities and to our figures!

Again, let us make fields and gardens, brooks and stones, oceans and rivers and fish, stars and planets, air and electricity and water become alive and of absorbing interest to children. Let us so condition Johnny that when an infection keeps him out of school for weeks, one of his best entertainments will be to work with 'periments'—"I tooken a glass full of cotton and a glass full of water and put them all in one glass and it didn't spill." Or, "Now why is it if the earth is whirling around all the time the streets never change? My house on 71st Street never changes to 78th Street."

Last, but most fundamental of all, we must help children to order their lives so that they may know their way about, to be well oriented in their own community, and to take delight in being well acquainted with the geography and history of rivers, bridges, lighthouses, harbors, lakes, parks, mountains, farms, markets and factories around them. Let us see to it that the children grow in social awareness of their own groups and of the different groups that touch their world, be they the elevator boys on strike or the Chinese family next door.

Through this experimenting, excursioning, building, laughing and playing, talking and working together in a democratic and stimulating atmosphere, understanding and appreciation of what is socially useful rather than what is purely personally profitable have every chance of development.

—LULA WRIGHT

Living Social Studies— A Community Demonstration

STAFF OF THE DEVER SCHOOL

SOCIAL studies no longer consist of a fusion of history, geography and other allied fields of formal academic subject matter. The function of the content of social studies in progressive schools today is to help to solve problems, answer questions, and further undertakings that arise in the life of the school, home and community. This, of course, necessitates drawing upon the experiences that make up the heritage handed down to us from the past. In this way and in this way only, we contend, will our young people gain an understanding of the development of the social and economic structure of our civilization.

Acceptance of this point of view obviously implies that the more closely school activities are related to the wider practical activities of community life the more vital and meaningful will be the learnings. Therefore, a situation where the community, the parents, the children and the teachers work together with the common purpose of improving some phase of community life affords the greatest educative possibilities.

BACKGROUND OF THE ENTERPRISE

The William E. Dever school of Chicago provided such possibilities the past year. The Dever school is a public grade school located on the northwest side of Chicago. At present it houses about one thousand boys and girls from kindergarten through eighth grade. The average class enrollment is about forty-five. A bit of background will explain the source of the enterprise.

The school district is part of a section annexed to the city of Chicago in May, 1928, a section devoid at that time of all improvements such as sewerage system, water, pave-

This article describes the cooperative effort of a community to beautify its school grounds and at the same time shows how a school program was moved from the traditional formal set-up toward an activity curriculum based on real life experiences. The preparation of this article was also a cooperative venture of the staff of the Dever school.

ment, lights, parks, playgrounds and transportation facilities.

Tradesmen, attracted by the open spaces and abundant air and sunshine, thought it a good place to build their homes for here their children could enjoy the advantages of both country and city. Therefore, many of them purchased lots and began building small homes which they hoped some day to enlarge and improve. Then they were caught in the web of the depression.

Many of the new homes were built without inner walls to separate the rooms, and they remain that way even today. Few homes in the district ever got that coat of paint they needed so badly. Bumpy roads grown over with weeds and grass comprised the streets. Open ditches along both sides were the only means of sewerage disposal.

Included in this area was a group of dingy portable schoolrooms, so over-crowded that pupils could attend school only for half-day sessions to allow everyone equal time. As the population grew, the five portables increased to ten and finally to twenty-one. Since these buildings were huddled together on a narrow lot, there was no place for a playground. The small spaces between the buildings were covered with ashes from the heaters. There were no trees on the ground or in the immediate vicinity of the school.

Conditions grew worse rather than better

as the years went by. The portables leaked when it rained; they could not be heated in zero weather; they were oven-like in the summer. The people who came out to the new community with such high hopes were discouraged and sick at heart. They despised the old portables which made up their children's school. The disrespect the pupils showed toward the portables and their sullen attitudes reflected what they saw and heard in their homes. Only a mile away an imposing school had been erected and other children were enjoying all the advantages of a modern building. By comparison, this made conditions seem even worse than they were. The whole community—parents and children alike—became obsessed with their own handicaps and troubles and seemed unable to rise above them. At a time when the main objective of education is to develop well integrated personalities, conditions in the environment of these boys and girls were clearly making for disintegrated personalities.

THE NEW SCHOOL

The announcement of the plans for a new school to be built in the district relieved the tenseness of the situation. An entire block of land just west of the old site was purchased. In due time a new school building was erected to take the place of the twenty-one portables. It is the only three-story building for miles around on the western edge of the "city of skyscrapers."

With the building of the school, the whole community seemed to take hope once more. The great need for an adequate building had been felt so keenly by even the smallest pupil that the new school immediately became the dynamic center of each child's life, both at school and at home. Teachers discovered that more real learning came through contact with the progress of the building than could possibly have been secured in months of abstract book studying.

As the structure arose above the mud, which seemed to be everywhere, and took on

more beautiful lines, children and teachers together decided that a building so much more beautiful than their old buildings should have beautiful surroundings. No provision had been made for landscaping and there was no money to secure experts to do it. The lack, however, by this community and school, was accepted as a challenge.

While still in the portables, groups of children with an interest in plants and flowers were given an opportunity to form garden clubs, each with a teacher as sponsor who was a natural garden lover and who had had some experience as a "dirt" gardener. There were two of these clubs, each made up of children from the various grades. Children and teachers had dreams of a beautiful school ground which they hoped to make a reality some day. The garden clubs planted crocus bulbs, hyacinths and tulips in the autumn—a pot of each for each of the twenty-three classes—and buried them in the back yard of one of the children's homes, looking forward to the early spring months when they could take them up and present them to the several rooms when they were in the new school.

STUDENT GROUP ACTIVITIES

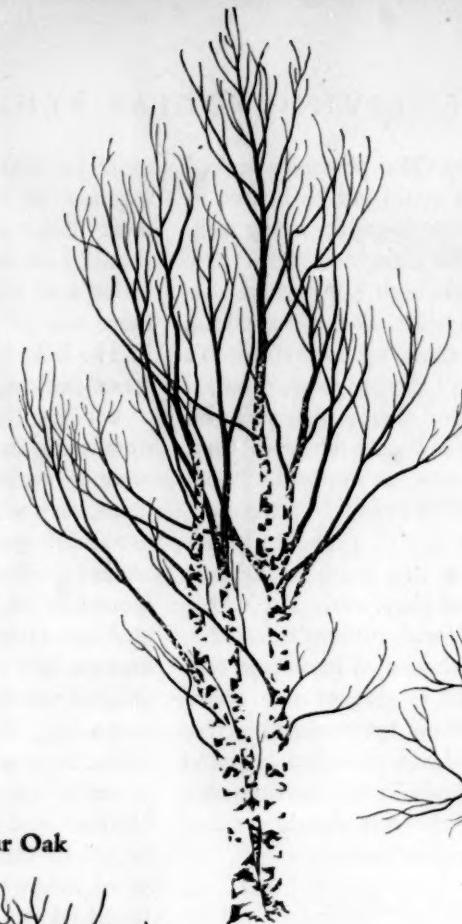
The long desired building was ready for occupancy late in December, 1935. Physical adjustments were accomplished readily and the pupils slipped into the new life in the large building with very little difficulty. Various student groups—clubs and civic departments, vertical groupings of the children of all grades organized for the specific purpose of carrying out the responsibilities of actual school life—had discussed plans in anticipation of the greater responsibilities which the new building was to bring.

Many of the details of school routine and management were taken over by these groups. The fire department organized the fire drills; the inside traffic department assumed responsibility for the corridors, lockers, stairways and entrances at all times when

Tree Silhouettes

For almost half the year most trees are bare of leaves, and in this condition reveal their outlines more clearly than at any other time. Everyone enjoys the beauty of a bare tree, but it is when they are without leaves that their interesting characteristics are best seen. The outline of the whole plant, the main axis, the branching, the abundance and arrangement of the branches, and in fact, almost everything that constitutes the anatomy of the tree shows up clearly in its winter condition. From *Tree Silhouettes* by C. L. Rogers with illustrations by O. M. Edwards.

White Birch



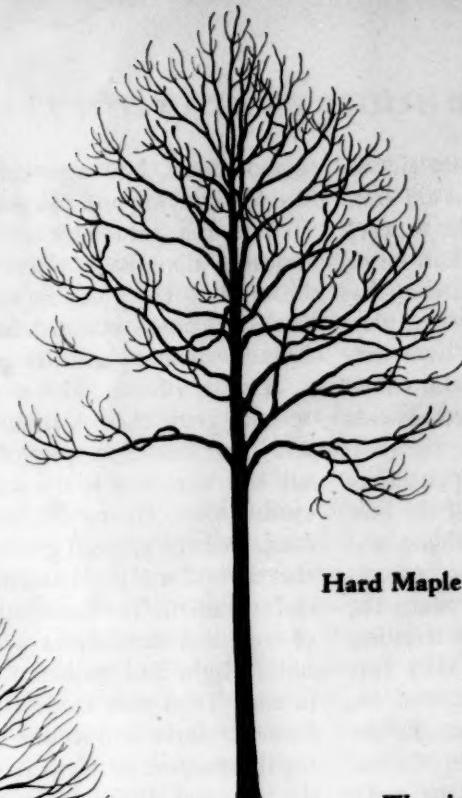
Bur Oak



American Elm

Silhouettes

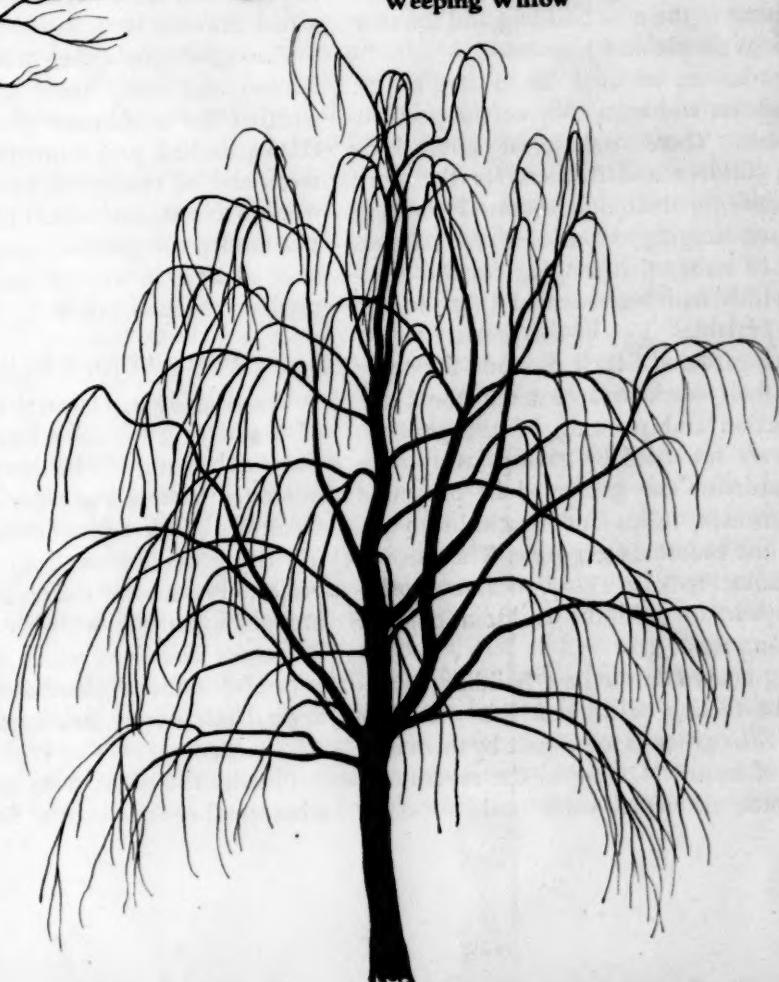
In a year most trees are without leaves, and in this condition receive scant attention. But the beauty of trees in full leaf, or in winter when they are without leaves that many of their characteristics are displayed. The shape of the trunk, the plan, the extent to which the branches spread in the crown, the manner of branching, the abundance and size of branches—these are all things that make the artistic value of a tree stand out. Everything that makes the artistic value of a tree shows up to advantage in the silhouette. From *Tree Flowers* by Walter Smith, with illustrations by Olga Smith.



Hard Maple



American Elm



Weeping Willow

the children were moving; the first aid department learned principles of first aid from a Red Cross expert and, under the supervision of the regular school doctor and nurse, cared for the minor cuts and scratches that occurred among a thousand children at play; the publicity department placed "live" bulletins in each room regarding general school activities and saw to it that the bulletin boards of each room were kept up to date; the hostess department assumed the responsibility for receiving guests and extending the hospitality of the new school; the building and grounds department made it their business to learn all about the ventilating system, the electric clock and the many other interesting things about the new building. They furnished escorts to accompany groups of interested children and visitors through the building. These are but a few of the responsibilities the children shared to make adjustment to the new building and the new conditions simple and pleasant.

After having endured for so long a time the drabness and monotony of the portable classrooms, there was great enthusiasm among children and teachers for the work of beautifying their new rooms. Flowering plants and hanging baskets of ferns and vines helped to satisfy that longing for the beautiful which had been denied them in the barren portables. Two of the primary rooms had rock gardens of their own and for many weeks their work was centered about the construction and planting of the gardens. They were rewarded by having lovely window gardens. The garden clubs presented their crocuses, tulips and hyacinths to the rooms just before Easter time. The interior of the school took on a cozy, pleasant, home-like appearance and the children enjoyed everything about it.

Being housed in the new building stimulated the feeling of all that this was *their* school, *their* grounds to be built by them into a spot of beauty. Owing to the severity of the winter, no actual work could be done

out of doors, but eager minds were not inactive. Studying and planning were not limited to the garden clubs. Each room was working along some phase of the plans for beautifying the grounds, the portion of the problem chosen was dictated entirely by the interests of that particular group.

A study of the soil was undertaken by a seventh grade class. Various tests were made and a number of samples of the top soil and sub soil were sent to the state university for examination. The report from the university confirmed the seventh graders' own findings that the soil was good and in no need of special treatment. The university also sent a list of trees and shrubs that would grow in the soil if light and moisture conditions were normal. Trips were made to the neighboring forest preserve and to one of the city parks for the purpose of identifying the names of the trees and shrubs recommended, with the actual growing trees and shrubs.

An eighth grade class studied seed germination and made many tests to discover whether the seeds were good or not. Some classes studied proper methods of planting seeds and of caring for plants. Some made window boxes, and others planted the seeds and tended the growing seedlings that later were either to be transplanted into the school garden or taken home.

BEAUTIFYING THE GROUNDS

The final big step taken to make the dreams of beautifying the school grounds a reality was the choosing of a landscape committee of interested parents and representatives of the faculty to work with the children in making the general plans for the landscaping project. Plans were discussed, experts were brought in to talk with the committee and to answer questions which had arisen, and a careful study of landscaping was made. Several attractively landscaped school yards were visited.

Finally, the plans were submitted to the school and to the parents. Each class agreed

to furnish one tree and one shrub, chosen from those named in the "plan," and the school beautiful committee of the P.T.A. agreed to provide the evergreens for a space along the front of the building. In addition to these, many individuals in the community offered to contribute shrubs and perennials. The children of a primary room, anxious to plant *two* mountain ash trees, sold petunias, small cactus, and begonia plants in their florist shop to pay for them.

Iris thrives in this section of the city. Choice varieties were donated for appropriate spots in the perennial garden. The school beautiful committee of the P.T.A., stimulated by the interest in what had previously seemed a commonplace flower, sponsored an Iris Show at the school and centered their annual spring community meeting around it. Experts were invited to discuss varieties, arrangement and care. Every family went home with a new knowledge of the common iris and with a new interest in beautifying their own yards. Leaders in the community became interested in the landscaping project and offered help in many ways.

Children in one of the eighth grade rooms assumed responsibility for drawing a plan of the building and grounds and, with the assistance of the landscaping committee and garden clubs, laid out the entire plat, showing the location of each tree and shrub as well as the flower borders. Blueprints were made of these plans and one given to each room. Later a smaller drawing of the same kind was made and mimeographed and a copy given to every child in the school. This same eighth grade class became interested in the scientific names of the trees and shrubs and, with the aid of the teacher, made a list of these and gave copies to all who were interested.

Many problems arose as the children made plans for planting their trees, shrubs and perennials. A visit to one primary room found the children pondering over the question which had arisen as to how far from the

neighboring trees they should plant their tree to make sure it would have room when it became a big tree. The settling of this question involved a trip to the park to examine full grown elm trees and to measure the distance their branches spread from the trunk. This was but one of many interesting problems that arose as each room made its plans for "Plant-a-tree Day."

Every one wanted to help as the work of changing the school grounds from a mud hole and eye-sore to a spot of beauty progressed. A former principal sent word that he wanted to plant a tree; the P.T.A. asked if they might plant two oaks, and the nurseryman donated a large mulberry tree for the playground when he saw how hard some of the children were working to find mulberry leaves in sufficient quantities to satisfy the ravenous appetites of their silkworms.

W.P.A. ASSISTANCE

An interesting phase of the landscaping activity was the help given by the W.P.A. It is the usual custom in Chicago to have the school landscaping done as a matter of routine several years after the erection of the building, but there was no objection to this school undertaking it as its own job. A large force of W.P.A. workers were assigned to the school project to do the hard physical labor that the children could not do and to develop the remainder of the grounds, i.e., that part not included in the landscaping plans, into a playground.

The W.P.A. superintendent of all the landscaping projects on the north side of Chicago and the local W.P.A. foreman met with parents, teachers and children to advise and to discuss plans as the work progressed. Some of the W.P.A. force were residents of the neighborhood and showed a special interest. They were always ready with a spade to dig the holes for the little people. Many garden lovers were discovered among the men and their interest in the activity and their friendly attitude toward the school were

matters of comment by those who came to inspect.

The W.P.A. force, with a daily average of one hundred men, were at the school from November 12, 1935, until the school closed in June. A few were left on duty during the summer months. These men, together with the garden clubs which were sponsored by the school beautiful committee of parents during the summer, cared for the gardens and the lawn over the vacation period.

THE PLANT-A-TREE DAY

April 23, 1936, was a day which will be long remembered by the young citizens of the Dever school and by the teachers and parents present at the "Plant-a-tree Day" ceremony. The great moment for which the school had been planning for months had come. Every detail had been worked out by the group responsible for it and all was in readiness for the planting. The trees were on hand, the holes had been dug and at each of these had been placed a pennant bearing the name of the tree to be planted and the number of the room doing the planting. A blare of drums heralded the performance. As drums and bugles played, representatives from each room armed with pail and spade marched to the spot where their tree was to be planted and at a given signal planted and watered their tree. The singing of the children—a thousand of them massed on the steps and in front of the school—was a thrilling climax to the ceremony. The planting of the forty-two trees marked the first big step in the school's Five Year Plan for beautifying the grounds.

SOME RESULTS

As we look back over the year's work we are convinced that it has been one of the richest years in our teaching experience. It has been a revelation to see the changed attitude of a community, the result of all working

together with a common purpose. Even the discouraged seem to have taken heart for they have discovered that there is still something they can contribute and create.

Social studies, as well as other of the so-called school subjects, have been an integrated part of the general school and community program. Acting and feeling have been among the significant outcomes. But some one may ask, "What about subject matter?" Space will not permit the discussion of the meaning of the term, subject matter. But, even though we evaluate formally, it is evident that these boys and girls have learned more subject matter than they would have learned under any formal program. Solution of problems raised by children and teachers have demanded more study, research and investigation than that demanded by any formal course of study. Lines of interest have reached out into many directions: What is the responsibility of the home and the school in community beautification? Why does the government have W.P.A. workers? Who pays them? Why are there so many unemployed today?

The abundance of rich black soil awakened an interest in the past history of the district, and it was learned that for many years before its subdivision into city lots it had been used as a truck farm. From this information came other questions: Who were the first settlers in the community? How did their ways of living compare with our present ways of living?

The erection of the building stimulated interest in building materials, in architecture and in general housing problems.

Most important of all is the fact that the individuals in this community group have had a vital opportunity for developing appreciation of how interdependent we are. They have also experienced the satisfaction that comes from cooperating in a worthwhile enterprise for the common good.

Broadening Social Concepts— Analysis of a Poultry Farm Unit

EVA GILDEA

INDIVIDUALS interested in the outcomes of progressive education often comment on the apparent lack of organization of many of the activity units and the rather futile attempts to analyze the outcomes in terms of subject matter learnings. It is granted that an activity program provides fun and happiness for the children but fun and happiness cannot be the basis for the organization of the unit.

This paper analyzes the various activities carried on in connection with a poultry farm unit in terms of certain economic, social and scientific generalizations which are within the understanding of young children. Though not complete, the generalizations may explain the "why" of some of the activities.¹

Activities that lead to a growing understanding of the relationship of health to individual and social welfare:

Invited school nurse to talk with children about diet and the importance of poultry products as an element in their diet. Listed favorite "dishes" made of egg for breakfast, lunch and dinner. Cooked luncheon dishes, using eggs. Made booklet of favorite egg recipes.

Created rhymes and songs about food. Discussed health habits and our diet.

Visited poultry ranch to observe sanitary conditions, ventilation, and construction of poultry house. Constructed hen house, brooder, incubator, observing ventilation rules. Compared them with ventilation necessary in schoolroom. Carefully checked ventilation of room daily.

Composed a class book, "Life on a Poultry Ranch," for the library table.

Took care of mother hen as to food, water, grit, charcoal, sunshine, exercise, cleaning her nest, and sprinkling her with louse powder. Discussed why her nest must be kept dry and warm; why pans must be cleaned and disinfected (compared with our own needs for sani-

The 1936 Yearbook of the Department of Superintendence, dealing with the social-studies curriculum, suggests that social-studies material should meet three criteria: should be as nearly accurate as the best thought of man can make it; should be significant to the lives pupils are to live; should be within the range of comprehension of the pupils for whom it is intended. Does the material suggested here and the type of analysis made by Mrs. Gildea, supervisor of kindergartens and primary grades, Piedmont, California, meet these criteria?

tation); why baby chicks need sunshine as we do; why they need to scratch.

Learned some ways of judging healthy laying hens: red combs, white legs (leghorns); erect walking position.

Discussed reason why eggs should be gathered every day; why eggs should be kept in cool place. Tested eggs for freshness. Read to find out why hens shouldn't be frightened. Asked how the shopkeeper takes care of extra eggs and poultry if he buys more than he needs.

Read to find out what diseases barnyard fowls get. Discussed what the farmer must do about their cure. Discussed our own health and the necessity for care of it.

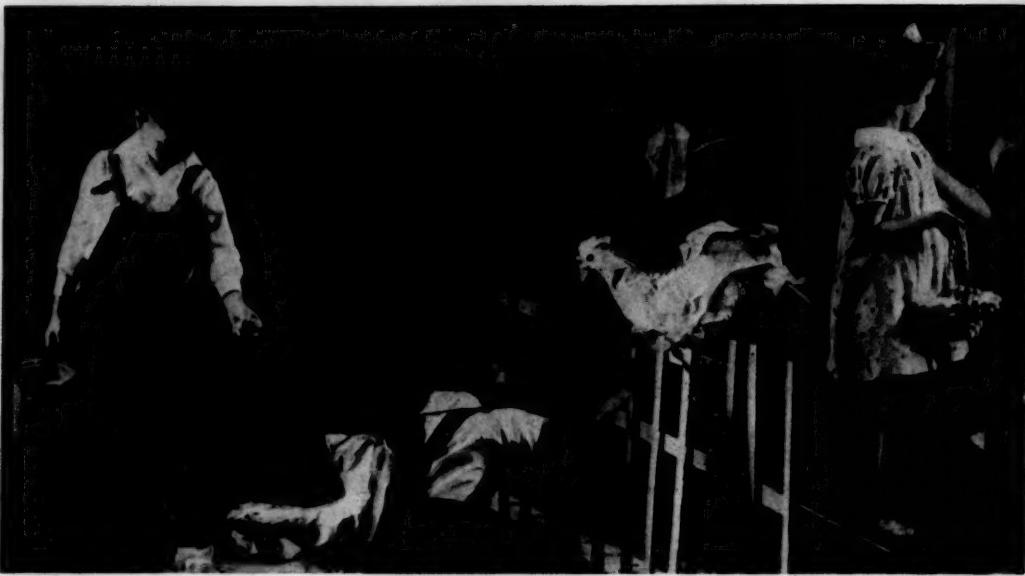
Activities that lead to an understanding of the operation of certain economic factors and their effect on prices:

Read original booklets on how the farmer makes a living raising poultry. Found out why the large poultry farmer does not sell his eggs and poultry directly to us.

Looked in newspapers to find prices of eggs: wholesale, retail, chain store, independent neighborhood store. Found out why chain store can sell eggs for cheaper price.

Offered reasons, then found out at home why large white eggs bring a higher price. Found out what breeds of chickens poultry men raise for eggs; why some breeds are more profitable to sell than others; why ungraded eggs are cheaper than graded, boxed eggs.

¹ Based on a unit of work carried on by Vesta Clayton and Helen Sheridan, primary teachers in Piedmont, California.



Photograph by Kathleen Duggan

Feeding the chickens, whitewashing the fence, and gathering the eggs—all in the day's work of busy young farmers.

Kept advertisement sheets of prices of eggs in winter, summer, spring, fall. Compared prices. Offered reasons for differences in prices. Interviewed shopkeeper to find out what he does if he purchases too many eggs and poultry; why he sells them for a cheaper price.

Discussed effects of health of the poultry on laying, benefits to the farmer, and prices. Had children offer suggestions how it would be possible for the farmer to get better prices so he could support his family better.

Activities that lead to an understanding of how man increases his control over his social environment:

Made floor map of our trips, location of the school with reference to poultry farm, wholesale markets, homes, roads, independent groceries.

Wrote letters to poultry ranch asking permission to visit ranch. Waited to see how many days it would take to get the letter. Traced the journey of the letter on our map.

Called up the shopkeeper to find out the price of eggs.

Discussed ways and means of getting to the ranch.

Made arrangements with mothers to take us on a trip.

Recorded amount of time it took for the trip.

Activities that contributed to the understanding of the orderliness and balance of nature:

Planted wheat seeds—got wheat; planted corn seeds—got corn; ducks hatch out of duck eggs; turkeys out of turkey eggs; chicks out of chicken eggs and resemble mother hen who laid egg.

Found out how grass, wheat, and oat seeds are carried; how they survive the winter.

Studied pictures of other lands to see whether they had poultry.

Activities that contributed to the understanding of the influence of nature upon the development of plants and animals:

Noted weather effects on baby chicks: sun, fog, cold, dampness. Constructed a chicken house as a prevention against rain, dampness, and provided good ventilation. Discussed effects of weather conditions on us and our care against rain, dampness, fog. Listened to account read on the need for sun, dry nest, good ventilation, etc. Discussed need of sunshine, pure water, good food for our health. Observed health of chicks who had balanced diet. Watched our own weight charts when we were careful about our diets. Fed different foods to chicks, observing effects.

Made health booklets for library table. Painted pictures of life on poultry ranch.

Wrote letters ordering seeds for planting.



Photograph by Kathleen Duggan

Making costumes for the barnyard play

Planted seeds—wheat, oats, corn, grass for baby chicks. Observed effect of sun, moisture, heat and cold on the growth of these plants. Cultivated a garden plot. Germinated seeds between blotters to see effects of moisture and lack of it on different seeds. Noticed differences in alfalfa seeds, oat seeds, corn seeds, barley, wheat seeds. Read original booklets to find out how seeds are scattered.

Bought eggs for setting; found out what kind of eggs are necessary. Found out why eggs must be kept warm; why they must be turned. Opened eggs at different periods to see development taking place. Found out how chicks developed inside. Had the poultry man tell us what he could about the way chicks get fresh air in egg; how they are fed while in egg; if the heart beats while the chick is in the egg.

Found out how to insure health by proper food, shelter, sunshine, exercise for mother hen and her chicks. Found out how to insure good

health for ourselves. Observed the sun through smoked glass during sunny days, foggy days, etc., to see light and heat that provides for plants and animals.

Activities that lead to an understanding of interdependence of all life:

Invited our mothers to accompany us on our trip. Wrote letters to the poultry man asking permission to visit his ranch; asking information about it.

Carried on dramatic play of life on the poultry ranch; taking eggs to market; buying feed for poultry; buying poultry goods in market.

Visited wholesale markets to see how eggs are distributed. Called up grocery man for order of hen food, chick food, etc.

Composed poems, stories, and songs about mother hen and baby chicks. Sang songs about mother hen and her chicks. Told and dictated stories about the poultry man and how our hen

needs our help. How we need her help.

Discussed necessity for our taking care of our baby chicks, our hens, other pets. Made a list of favorite dishes that poultry provided us. Bought eggs to cook favorite egg dishes. Traced the journey on our map of poultry products from poultry ranch to our neighborhood store. Made a chart of pictures (magazines) showing poultry products. Wrote a chart: things we must do to have good poultry.

Watched mother hen turn eggs to keep them uniformly warm so baby chicks would develop inside the egg. Watched baby chicks come out of the eggs. Held newly hatched baby chicks. Prepared food for baby chicks and fed them. Sterilized their pans daily; put louse powder on mother hen. Moved coop onto the porch so baby chicks could get more sunshine. Took mother hen and baby chicks on the lawn to pick green grass.

Activities that lead to a growing understanding of man's control over nature, understanding of necessity of adaptation to changing conditions, and necessity for man to change conditions:

Examined wild oat seeds and domesticated oats to see how man has improved them. Listened to stories. Read *Taming the Wild Grasses* by O'Hara. Saw which foods chicks like better—wild or tame foods; which they ate more readily.

Compared methods of hatching eggs; using mother hen, using incubators. Told advantages and disadvantages of each. Collected pictures showing various methods of hatching chicks.

Visited a grocery store to see how many forms of foods contain poultry products: powdered, dried, canned, etc.

Discussed ways of transporting goods to markets. Added railroads and roads leading to the ranch to our floor map of trip to poultry farm. Carried on dramatic play of transporting goods from ranch to city by train, by truck, by auto. Made trucks, trains, autos to use in dramatic play from farm to city. Painted a frieze transporting goods from farm to city and vice versa.

Collected cartons of wheat, corn, oat products that man uses; that animals use. Invited our school nurse to give health talk on food values of different forms of products.

Phoned grocery store our food order for class party.

Observed preparation of food using poultry products; cooked foods. Brought in powdered eggs; wrote to manufacturer to find out processes used. Candled eggs. Discussed cold stor-

age; visited refrigeration cars. Told advantages of refrigerator in home. Tried to find out how refrigerators work.

Wrote to cereal companies for samples of chicken foods, table foods, etc.

Discussed necessity of improving country road that leads to poultry ranch. Necessity for the farmer and community to help.

Activities that contributed to an understanding of man's efforts to improve his living conditions:

Discussed care and neatness necessary in classroom; in home. Reported on care taken at the poultry ranch to improve conditions. Discussed ways life is taken care of on a poultry ranch: how food is obtained; source of water supply.

Made a model poultry house observing specifications for ventilation, light, heat. Discussed proper balance of foods for children. Visited refrigeration car; told what benefits resulted from such cars.

Activities that lead to a growing understanding of necessity for social consciousness of man's progress:

Wrote letters to farmer asking permission to visit his ranch and to give us information about it.

Discussed necessity of our cooperation with the farmer in giving him a fair price for his goods so that he can support his family. Discussed problems that a farmer must face in raising chickens for city people's welfare. Discussed what we can do to help the farmer. Listed reasons why we can't get along without the farmer's help.

Made plans and lived up to them as to how we can make our classroom function best for everyone's happiness and for the happiness of the school.

Secured mothers' cooperation in taking us on trips.

Activities that lead to a growing understanding of the necessity of recreation as a creative factor:

Planned to give a poultry show. Wrote a play, "Barnyard Play," for our mothers' entertainment. Made costumes for the play; wrote invitations and announcements. Gave a "Barnyard Play" to our P.T.A. Gave the play for primary grades. Made scenery and clay models of hens, chickens, ducks, etc., to decorate the school corridors. Dramatized poems and stories. Told about fun on a farm.

Across the Editors' Desk

Ella Ruth Boyce
Tells of Her
Travels

ONE OF THE greatest joys of a European trip brings is that of having something interesting to tell upon one's return. I remember, in this connection, the story of the man who returned from a foreign trip with such a store of information and inspiration that he felt supplied with conversational material for the rest of his life. To his dismay, he found the interest of his family and friends was exhausted long before his urge to talk was satisfied. In despair at the loss of his audience, he finally hit upon the plan of rising regularly in prayer meeting and fervently thanking the Lord for the marvelous beauties in Venice, the great works of man, and so on, without fear of being interrupted. The Editors of *Childhood Education* have saved me from such a fate by offering its pages.

The center of interest of our trip was a two weeks summer course at the Speech Fellowship in London. A week with Miss Marjorie Gullan in our city last winter stimulated a desire, already roused by some slight contact with choral speaking, to know more of this work and its allied activities.

Number One Gordon Square, the home of the Fellowship, is in Bloomsbury. We decided to take lodgings in that vicinity and found the experience as storybookish as it sounds. The class had about twenty-five members, mostly Americans, though there were representatives from Ireland, Scotland, and Australia. The class members ranged from experts in the field, such as one woman who conducts a speech studio in Detroit, to regular classroom teachers whose interest lay, not in the subject, but in it as an aid to teaching and for personal improvement.

One of the outstanding experiences of the course was school visiting. It is never safe to make generalizations, but there were some points that may be termed characteristics. The schools visited were the County Council Schools which correspond to our public schools. What marked them especially was the uniformity of their curriculum. The Minister of Education decides upon courses and they are given to the teachers to carry out.

Editors, editors, ponderously solemn,
Building periodicals, column after column—
Editors, editors, painfully meticulous,
Losing all perceptible sense of the ridiculous—

Editors, editors are rooted in formality
Even when they tell you how they love originality.
Arthur Guiterman in "The Conning Tower."

It is difficult, if not impossible, to find such uniformity in even one American city, certainly not in the nation. Here the usual thing, as visitors go to any place to observe schools, is not how well a curriculum is being carried out, but rather what experiments are going on.

In the matter of speech training, the British Minister of Education, influenced by the Poet Laureate, requires the type of speech training which we were studying. So what we saw was superior carrying out of these plans. We found a fine quality of freedom within well-defined limits, happiness on the part of the children, deep interest from the teachers, and a high standard of accomplishment in the matter of verse and other forms of speech. It was amazing to hear beautiful diction and fine quality of speech in poor areas where a broad dialect was common, and to feel that in acquiring it, spontaneity had not been sacrificed.

The second outstanding event was the opportunity to hear the London Verse-Speaking Choir in a recital, an absolutely new and delightful experience. Everybody these days has heard of choral speaking and all over America the topic is popular; it is the thing to do. When one first hears of it, one naturally thinks of a rather rolling and resonant rendering by a group of voices of a special type of verse. But, even though this London Verse-Speaking Choir has been in existence for ten years, it still contains some of its original members, and if it did begin, as I believe it did, in some such rolling and resonant fashion, it has long since progressed to a very fine and finished technique. It now develops art forms of great beauty, capable of infinite variety by combinations of single voices, duos, trios and groups of different sizes and quality of voice.

For the sake of the Americans, the program had been arranged to show great variety and a wide vista of the possibilities. Not only poetry of Milton and verses from the Bible were given, but nonsense verse and verse with pantomime, and many other types. It was surprising to find that this form of expression lends itself very well to the interpretation of modern poetry; its irregular forms and individuality are very beautiful when spoken in chorus.

This is hardly a new art when one remembers the Greek choruses, and yet, it is certainly a new development of an ancient art which opens the ears of its hearers to new beauties in spoken language and to new treasures of poetry and prose which have their full value only in oral expression.

We attended, also, a conference of the Speech Fellowship which discussed "What Is Acceptable English?" Miss Gullen's appreciation of the many different worthwhile speech tunes in the English language and her desire that in each locality there shall be developed the best speech of the district gives her work a wide basis, and makes it more acceptable generally than the effort, sometimes encountered, to adopt one form of speech only. It contains much more hope, I believe, for real improvement of speech, and is more in line with the ideal of development.

Another very real help was the wealth of material available at the school. All of the members of its staff are constantly alert for worthwhile things and these were given to the class. For the youngest children, "Rhymes For Children," by Paul Edmonds, is new and excellent.

While we had not planned to attend the World Conference held by The New Education Fellowship at Cheltenham, the temptation to do so became irresistible, and we went there for its second week. Here the outstanding experience was the opportunity to see a demonstration conducted by Monsieur Jacques Dalcroze, in person. Believing as I do that his eurhythmics offers something fundamental for the education of little children, it was a delight to see him. He brought with him from his summer school seven young women who did unusual and lovely things in music and rhythm. His explanations were translated by a charming member of the group, but as whole paragraphs of his French were given by her in a dozen or so words, we did not get all he said.

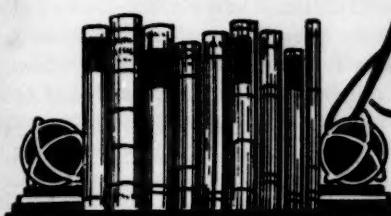
The conference was attended by people from fifty different countries, but all with one interest. It was striking that there were no official representatives from Russia, Germany or Italy. The conference was organized on a study plan with many courses offered, special addresses at noon and in the evening, and many conference groups discussing and reporting on different questions. The panel discussion, so familiar here that we surely will soon find ourselves doing something different, was apparently unknown there. Introduced by Mrs. Gruenberg in a discussion of home and school relationships, it went very well.

The summer brought me some new material for a project which I have in mind, the book which I intend to write as the crown of my life's work—as we all do! It is to be called, "Things I Have Almost Seen." Here is a sample of what it will present. For years I have longed to see the Five Sisters Windows in York Cathedral. Since time was limited, I took the express train there for this sole purpose. Entering by the south door as the guide book says one must to get that advertised breathless thrill, we found ourselves facing not a lovely thing of light, color, and spacing, but tier upon tier of wooden scaffolding. It was possible to see that there were windows but not possible to be thrilled by them. The Black Watch beetle has been making lace work of the roof. This makes repairs necessary but it is hard on tourists.

Since we were near at hand, we decided to stop at Lincoln and see the Angel Choir, double starred in the guide book. When we told the official at the door that that was what we especially desired to see, he took our sixpences but looked a bit vague. We were soon to know why—more scaffolding—and no angels visible except the famous imp. He stood in a little clear space with a spot light upon him. You may buy with a clear conscience some of the many brass replicas of him which the souvenir shops offer, since you have really seen him, but alas, it is not because of him that the Presbytery is double starred.

When these and other similar experiences are combined to form my magnum opus, disappointments will be forgotten, defeat will be turned into triumph—a new illustration of the not-to-be-doubted values of travel. It is worth while whether you see anything or not.

Editor, ALICE TEMPLE



Book... REVIEWS

THE ACTIVITY PROGRAM. By A. Gordon Melvin. New York City: A John Day book, Reynal and Hitchcock, 1936. Pp. ix + 275.

Melvin's new book opens with an interesting contrast between the type of school life which prevents children from learning, and school life which creates such enticing possibilities that learning goes on apace. He criticizes the crystallized, formal unit of work. His discussion of the need for children to evaluate their own needs is particularly helpful.

There are some serious contradictions in the book. Although Melvin makes a plea for "organic school life," he presents a lengthy detailed list of "conduct goals" for the various grades. These include a number of vestigial items of subject matter, many of which are open to suspicion as to their relevancy to child life and needs. The kindergarten child is to recognize and name all colors; the first grade child is to recognize, read and say all letters of the alphabet; Greek, Roman and Norse myths are to appear in the fourth grade.

Melvin makes the point that these items represent "conduct" approaches even though in their listed form they are identical with lists rejected by proponents of a genuine activity program. It is hard to accept his qualification because one's impression after reading the thirty-eight pages of lists is that the old curriculum items have been sorted, shuffled and dealt in a new listing. The sharp differentiation of some items from year to year is unsound in terms of truly organic school life. The growing child does not split his interests and needs so neatly by grades.

This same allocation of experiences by grades or ages is sanctioned by Melvin when he cites plans in which definite fields of subject matter are allotted to particular grade groups. He speaks of "realms" of learning as distinct from older conceptions of curriculum. This appears to be another contradiction, however, for the realms

cited coincide too neatly with time honored curriculum centers to appear to be very different in conception.

One of the problems running through the book is that the basic scientific backgrounds of the activity program seem to be lacking. So many of the recommendations are based on course of study expediency rather than on known facts of child development that one wonders whether the book really presents the bases of a genuine activity program or whether it represents an intermediate step in the direction of an activity approach to teaching and learning.

The fundamental organic unit is the learner and the only sound base for educational planning is that body of scientific evidence from child development which, through its use of neurology, physiology, biology, psychology and other fundamental sciences, reveals that learner as he grows into his culture. Melvin makes many concessions to subject matter, and places it in a rank of first importance by his positive recommendations and by his neglect of child development and social needs.

Melvin's discussion of the child of the middle grades is seriously inadequate. True, this is a neglected area in which much study needs to be done, but it is probably hazardous to tell teachers that this is the age of blood and murder, an age for sowing wild oats and getting it over with. If one found it possible to accept the culture-epoch theory, one could see justification for this discussion, but there are grave doubts about the reliability of this interpretation of behavior of the pre-pubescent period, and our feeling is that such recommendations could be terribly misleading to teachers who were trying to find their way sensibly into an activity approach to learning.

Space does not permit the enumeration of further good points and other contradictions in the book. Our total impression is one of serious disappointment.

—Alice V. Keliher

THE ADOPTED CHILD. By Eleanor Garrigan Gallagher, New York City: A John Day book, Reynal and Hitchcock, 1936. Pp. viii+291. \$2.50.

In this day and age when it seems there are not enough babies available for the people who would like to adopt them, this book is indeed timely. It is the first one in this country to deal fully with the subject and in an altogether practical fashion.

The author, who has had wide experience in helping to place children in families, addresses her book primarily to parents. She tells them of the agencies to which they may apply, gives advice concerning the best ones, describes in detail one of the superior adoption nurseries, explains how methods in child adoption are changing, and answers questions most often asked by individuals looking for children to adopt.

Throughout the book it is abundantly evident that the author has uppermost in her mind the welfare of the adopted child. Those who are thinking of adopting a baby will do well to read this book from cover to cover. Others interested in the welfare of children will find here much of interest and value to themselves. —A. T.

NOTES ON PUBLICATIONS RECEIVED

Some Recent Social and Natural Science Books for Children's Reading

DEAN AND DON AT THE DAIRY. By Jane Miller. Illustrated by Will Climes. Boston: Houghton Mifflin Company, 1936. Pp. 88.

Children who have enjoyed the two earlier books of the "Community Life Series," *Jimmy, the Grocery Man* and *To Market We Go*, by this author will welcome her latest one. Dean and Don, children of a dairy farmer, learn all about the general care and feeding of calves through being responsible for a pet calf of their own. Later they become interested through observation and participation in the washing and feeding of cows, milking, bottling inspection and finally, the transportation and delivery of milk.

Children seven and eight years of age, for whom this book is designed, cannot fail to enjoy and profit by its accurate information presented through interesting text and large, clear illustrations.

DAVID'S FRIENDS AT SCHOOL. By Paul R. Hanna, Genevieve Anderson and William S. Gray (Reading Director). Chicago: Scott, Foresman and Company, 1936. Pp. 144. \$.68.

This is the second of the social studies books of the "Curriculum Foundation Series." Its predecessor, *Peter's Family*, the primer of the set, has already achieved wide popularity. The purpose of *David's Friends at School* is to give first grade children some understanding of the school and its service to the community.

The first stories picture David in a rural school. Later, when his family moves to a farm near the city, he attends the city school to which he travels in the school bus. Thus the authors have hit upon an excellent device for enabling them to present the characteristics of both rural and urban schools and their respective environments, the farm and the city neighborhood—topics common to first grade social studies programs.

The many full and half-page illustrations by Nellie Farnam and Clarence Biers are unusually attractive.

WINTER TIME. By Blanche J. Dearborn. New York: The Macmillan Company, 1936. Pp. 151. \$.64.

Here is another of the Dearborn series—this time a social science reader for children of second grade level. It tells of a little girl's visit during the Christmas holidays to a small farm in New England. Here she learns how the animals are cared for in winter, how roads are cleared, how trees are cut down and how many other characteristic activities of the winter season are carried on.

THE BOOK OF INDIANS. By Holling C. Holling. Illustrated by H. C. and Lucille Holling. New York City: The Platt and Munk Company, 1935. Pp. 125. \$1.25.

The stories in this book are about different types of Indians living in different kinds of countries. They deal with the home life and adventures of Indian children.

MY TRAIN BOOK. Indians Long Ago and Now. By Ada R. Polkinghorne and Helen Cook Mirick. Chicago: Ditto Inc., 1935.

These are social science practice-lesson books.

My Train Book contains an outline for the study of trains, interesting reading material for first grade children, pictures which may be colored, and suggestions for a variety of profitable seat work and other larger activities.

Indians Long Ago And Now has been prepared (1) "to supplement the material included in the newer and better basic readers for second and third grade; (2) to accompany units in the social studies on Indians; (3) to give children profitable individual or group practice in reading factual material and in following directions." The information in both books is authentic and the work is based on actual teaching experience.

SOCIAL SCIENCE COURSE FOR ELEMENTARY SCHOOLS. By Harold Rugg and Louise Krueger. Boston: Ginn and Company, 1936.

Four of the eight volumes of this series are now on the market. In *The First Book of the Earth*, the reader sees the earth taking shape and the gradual appearance of plant and animal life on it. *Nature Peoples* shows eight peoples living in as many different regions and entirely dependent upon their geographic environment. *Communities of Men* are American communities adapting themselves to a new country and new ways of living. The fourth book, *Peoples and Countries*, takes the reader to ten different countries in Asia, Europe, and South America. These, with the four books still to come, will constitute an integrated course for grades III to VI—two books for each grade.

FROM THEN UNTIL NOW. OLD WORLD BACKGROUND OF OUR CIVILIZATION.

By John T. Greenman and H. Louise Cottrell. New York: McGraw-Hill Book Company, 1936. Pp. 421. \$1.36.

Here is a text for sixth or seventh grade in which each of eleven chapters tells the story of a nation that has influenced our own life. The final chapter deals with the problems of immigration which we have to deal with wisely in order to reach our goal, "a united and happy nation."

NATURE—BY SEASIDE AND WAYSIDE.

By Mary Geisler Phillips and Julia McNair

Wright. Drawings by H. Boylston Drummer and Albert Force. Boston: D. C. Heath and Company, 1936.

The four books of this series are entitled: I. *Some Animals and their Homes*; II. *Some Animal Neighbors*; III. *Plants and Animals*; IV. *Our Earth and Its Life*. They constitute a revised, enlarged and modernized edition of a much earlier series. "Many of the original units were necessarily discarded, and many others have been added. Other fundamental changes have been made, to conform more nearly to the standards set by the National Society for the Study of Education." (P. 3)

The material is interestingly presented, the drawings clear, and the books, each of a different color, are attractively bound.

ALONG NATURE'S TRAILS. By Lillian Cox Athey. New York: American Book Company, 1936. Pp. vii + 344. \$1.20.

This is a book for upper grade elementary school children. Some of its intriguing chapter titles are: "Tracks in the Snow," "Furry Friends," "The Seven Famous Sleepers," "Winter and Year-round Residents," "Exploring the Insect World," "Nursery Pool of the Little Bandits" and "The Marshes Wake Up." Older children will find the material in this book exceedingly interesting reading.

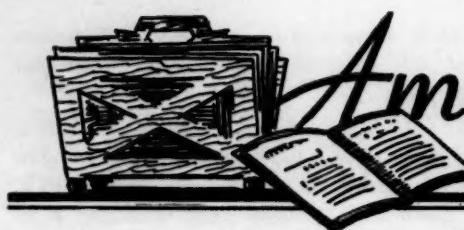
BOOKS FOR CHILDREN

Reviewed by May Hill Arbuthnot

TED AND NINA HAVE A HAPPY RAINY DAY. By Marguerite de Angeli. Garden City, New York: Doubleday, Doran and Company, 1936. Unpaged. \$0.50.

The second of the Ted and Nina series is much better than the first. It has humor, and the absorbing possibilities of old things in an attic possess Ted and Nina as they possess all children who are allowed to rummage. Again, as in the first book, the pictures are altogether captivating. If this decade turns out little in the way of genuine literature for young children, it will at any rate have given us pictures of the modern child and his world that have unforgettable charm.

Editor, G. HAZEL SWAN



Among . . . THE MAGAZINES

These excerpts from and reviews of magazine articles were contributed by the summer school students of Miss G. Hazel Swan, head of the kindergarten-primary department, Kent State University, Kent, Ohio. The students made their own choices of articles to be reviewed.

TEACHERS FOR CONVALESCENT CHILDREN. By Emma Gary Wallace. *Hygeia, August, 1936.*

What happens to children who miss school because of illness? The editorial note preceding this article says: "When a child is ill, he may become seriously maladjusted. To prevent this, teachers in some of our school systems are being delegated to teach convalescent children in hospitals and homes. Is your school organized to help the convalescent child? What can you do personally for children who return to school after an illness?"

Some of the difficulties which result when the child does not have help during convalescence are: He falls behind in his class work, thus losing step with those his own age and interest group; he develops a dislike of school because he is discouraged; he resents his low marks and failures at the end of the school term because he received them through no fault of his own; he may attempt some sort of satisfaction, such as bad habits, mischievous activities, and parental and teacher defiance which may lead to delinquency.

These maladjustments can be remedied by having special classrooms for convalescing children or by sending a special bedside teacher to the child.

Syracuse, New York, has experimented with the bedside or home teacher for the convalescent and has proved its economic value to the school system.

It is a sincere hope that every teacher may find some way to help her convalescent children.—
JEAN LILIE, Cleveland, Ohio.

A GOOD WORKBOOK. By Wendell Vreeland. *The Nation's Schools, July, 1936.*

Mr. Vreeland, in his introduction, says, "In the last analysis a workbook can be no more than a means to an end. Its function is to facilitate the teaching and learning processes as they must be carried on in the modern school. The workbook may be either an utterly valueless instrument or an indispensable tool, depending upon the nicety with which it is adjusted to the instructional situation in which it is used."

"The development of the perfect workbook would have been a comparatively simple matter, if the school were one and the same thing throughout the country and if it had remained unchanged through any considerable length of time. But schools in one locality may differ materially from those in another. And the school of yesterday is certainly not the school of today. Our changing world, as we have been told so often, is compelling changes in the organization of our schools, and in the very purposes and techniques of instruction."

"Workbooks of different types can and must be developed to meet the diverse instructional needs."

The characteristics of a good workbook as outlined by Mr. Vreeland are:

The good workbook, other thing being equal, tends to foster helpfully an intimate personal contact between pupil and teacher.

The good workbook utilizes as many as possible of the available materials and opportunities for experience.

The good workbook utilizes completely the findings of scientific study of the learning process.

The good workbook provides adequately for maximum growth on the part of all learners, no matter what their types or general levels of maturity.

The good workbook stimulates in wholesome ways the assumption of responsibility by

the pupil for all aspects of his work.

The good workbook provides effective training in technique of self-diagnosis.

In some schools the workbook has been very much frowned upon, and it must be admitted that "as it has been developed in the past, it has fitted most easily into instructional situations in which mechanized processes and subject matter goals were the rule rather than the exception." But it is conceivable that supplementary instructional aids such as workbooks, may be organized to facilitate adaptation to changing practices and philosophies of education "rather than to perpetuate the anachronisms of an earlier era."—LUCILE BEATTIE, Mansfield, Ohio.

THE FIRST LINE OF DEFENSE. By James A. Johnston. *School and Society*, July 11, 1936.

Mr. Johnston, Warden of the U. S. Penitentiary, Alcatraz, California says, "Prisons have important work to perform. I want to see them bettered, improved, modernized, humanized . . . but the finest prison we can build must stand as a monument to neglected youth."

"Crime is seldom a sudden misstep. Usually it is the inevitable culmination of a succession of acts, and the natural expression of habits which have been developing gradually, sometimes from early childhood."

Three-fourths of the inmates of our penal institutions have shown some form of delinquency which has brought them into conflict with police before the age of sixteen. The all important thing is to prevent any tendency toward delinquency in its incipiency. Social, economic and educational agencies must all work together to this end.

Parents and teachers have the first opportunity to observe peculiarities and abnormalities, but since, according to an investigation of 1000 delinquent children, only 13 per cent came from reasonably wholesome homes, teachers must be the "first line of defense."

About 80 per cent of delinquent children are from one to six years retarded in school. These children become discouraged and lose interest when their friends pass to higher grades and they are left behind. They express their discouragement and dissatisfaction in anti-social acts.

Warden Johnston suggests the need for establishing more child guidance clinics, diagnostic schools, psychological and psychiatric services,

vocational guidance and continuation schools. He believes that every child should have the benefit of early and frequent examinations of ability and aptitude. Then there would be no stigma attached to the examination and minor maladjustments could be discovered and straightened out before they became fixed and more serious.

If more time and money and effort were spent in the making of good citizens, it would not be necessary to spend so much in attempting to remake them in institutions.—MARY ENGWILLER, Mansfield, Ohio

IF TEACHERS WERE BRICKLAYERS. By J. W. Studebaker. *Journal of The National Education Association*, May 1936.

In this article, Mr. Studebaker, United States Commissioner of Education, makes a plea for teachers to organize more effectively than they have in the past. He feels that this can be done by raising membership dues of state associations and by employing new and better enrollment plans. The dues for state teachers associations range from seventy-five cents to three dollars annually; the dues for membership in the National Education Association are two dollars.

The writer states that twenty-five years ago he belonged to the bricklayer's union in which the dues were about twenty-five dollars a year. Bricklayers pay higher dues than teachers. They do it because they think it pays.

It would be a good thing if teachers would realize, too, the importance of strong well financed organizations. There are approximately one million teachers in the nation, while a trifle over one fifth are members of the national organization.

Dr. Studebaker sums up his article by saying, "What an irresistible force for the welfare of the nation this great army of one million picked people might exert if they were enrolled one hundred percent in vigorous local, state and national associations!"—GLADYS HEIMLICH, Ashely, Ohio

EDUCATING YOUTH FOR THE NEW AGE.

By A. D. Mueller. *Education*, June, 1936.

"What will be the nature of the curriculum for educating youth for the new age? The new curriculum must be broad and varied enough to provide appropriate education for all normal

youth of the state. It must meet the interests, needs, and abilities of each individual. . . . Obviously this new curriculum must be much more comprehensive than is the traditional curriculum.

"The first and most important field of activity centers around the social sciences. The new school must provide varied activities dealing with human relationships so that students will develop correct social attitudes, habits, ideals, and skills; that they will develop tolerant understandings of human relationships; that they may understand the social and economic problems around them and bring to bear intelligent suggestions for solution upon them; and, finally, that they will develop willingness and ability to perform the duties and accept the responsibilities of citizenship in a democratic society.

"The second field of activity centers around the natural sciences. The purpose here will not be to develop scientists, . . . but to lead students, according to their needs, interests, and capacities to explore and learn their natural environment, to learn something about the general principles and methods of science, of scientific and natural laws, and above all to know the practical applications of science to everyday problems of life and to human welfare.

"The third field of activity centers around the language arts. Here the ability to speak and write the English language correctly and effectively, in order that students may be prepared to perform the ordinary oral and written activities of everyday life, is of first rate importance . . . it should be based upon vital activities in the lives of the students.

"The fourth group of activity centers around the development of knowledge and habits that will result in physical and mental health and efficiency.

"The fifth group of activities centers around the preparation of high school students for worthy participation in the economic life of society.

"The sixth group of activities centers around the preparation of the individual to meet wisely and successfully the problems of family life.

"The seventh group of activities relates to the fine arts. Let us hope that the day is gone when

the fine arts . . . will be looked upon as fads and frills of education.

"The eighth and final group of activities centers around the development of ethical standards for the enjoyment of leisure time.

"The responsibility of the school in the field of leisure-time activities is as follows: to help the individual to be able to use his leisure time worthily and beneficially to himself and to society; to help him develop skills and habits that will enable him to pursue some leisure-time activities independently; to help him develop interests that are the means of personal enjoyment and at the same time of individual and social benefit; and to provide opportunities for discovering and developing new and hidden interests.

"To carry out the provisions of this school will require teachers of wide professional, practical, academic, and cultural training."—GRACE MACNEILL, Cleveland Heights, Ohio

AMATEUR STARGAZERS. By Kenneth M. Swezey. *Popular Science Monthly, September, 1936.*

Nearly all the comets and new stars of the last century have been discovered by amateurs in the field of astronomy. Leslie Peltier, in a crude observatory in his back yard, discovered the first comet of this year. Later, on June 19, Peltier discovered an exploding star.

It is not necessary to have an expensive and elaborate observatory to study the heavens. A Mr. Kramer of Detroit, Michigan, built a reflecting telescope, mounted equatorially by means of a galvanized iron bucket, gas pipe, assorted timbers, the stump of an apple tree, and a weighted paint can. A telescope of this type can be built for five dollars.

At the other extreme we have amateurs with excellent equipment such as that of Gustavus Wynne Cook, Philadelphia banker and manufacturer. Chief among his instruments is a twenty-eight and one-half inch reflector. Amateurs are not only studying the heavens but are also recording their findings by means of cameras. Many are taking moving pictures of the heavens. These will be permanent records for future reference.

—CATHERINE KURTZ, Minerva, Ohio

Editor, JOHN A. HOCKETT



Research... ABSTRACTS

FACTORS RELATED TO MALADJUSTMENT IN SCHOOL. By Roy F. Street. *The Elementary School Journal*, May, 1934, No. 9, 34:676-680.

In an "average" elementary school enrolling a total population of 880 pupils during a period of a year and one-half, 107 cases were referred to the mental-hygiene division of the W. K. Kellogg Foundation in Battle Creek, Michigan, because of failure in academic subjects. In 63 percent of these cases achievement was commensurate with mental ability and hence administrative changes were necessary to effect improvement. Special deficiencies in tool subjects, particularly reading, characterized 23 percent of the academic failures. Fifteen cases, however, possessed no subject deficiencies and were of sufficient mental maturity to succeed. It seemed apparent that these failures were due to personality difficulties and it is with this group that the study is concerned. Fourteen boys and 1 girl were included. Ages ranged from 8 to 15 years and intelligence quotients from 93 to 136. In 13 cases siblings were attending school and were reported to be doing well. Each case was analyzed by listing the various physical, economic, psychological, sociological and personality factors. The evidence was then organized into what seemed to be critical categories.

After two and one-half years 9 of these children had made satisfactory adjustments to the school situation while 6 still continued to be designated as failures in their school work.

Two boys who showed strong interests in concrete materials were the only cases that did not reveal fear reactions. Five of the 6 cases which remained unadjusted compensated for their fears by undesirable compensatory mechanisms which kept them in continual conflict with teachers and other pupils. Of the 9 children making satisfactory adjustments, 6 expressed fearfulness by withdrawing.

Too-solicitous parents were a factor in 4 instances. In 3 of these the children remained unadjusted. In 7 instances the harsh, autocratic parent existed. Two children who remained failures were embarrassed by parental conflict between an over-solicitous and an autocratic parent in the same home.

In 12 of the 15 cases an insecure home environment existed. Such insecurity included instances in which foster parents threatened to refuse to keep the child, economic conditions threatened disintegration of the home, loss of one parent made continuance of the home precarious, and step-father or step-mother threatened the child's security. Gang influences interfered with school work in 4 cases.

In the adjusted cases the average number of categories operating was 2.4 in contrast to 4 in the cases of continued failure. Fear reactions in 13 cases and insecure home conditions in 12 cases were the most numerous causes of failure. A particularly interesting finding is the fact that 5 out of 6 of the children failing to make adjustments expressed their fear through extroverted compensatory activities while all the fearful children exhibiting shy, withdrawing behavior were included in the group which made successful adjustments.

A STUDY OF THE BACKGROUNDS OF WITHDRAWING CHILDREN. By Nina A. Ridenour. *Journal of Educational Research*, October 1934, No. 2, 28:132-143.

Mental hygienists have, for some time, been particularly concerned with children whose behavior is characterized by a tendency toward withdrawal. The former psychologist of the Bemis Taylor Foundation Child Guidance Clinic in Colorado Springs reports an interesting study of significant factors in the home life of 30 children exhibiting marked withdrawal tendencies in comparison with a control group of the same

CHILDHOOD EDUCATION

number who were described as having many friends or being popular or socially outgoing. Twenty-one boys and 9 girls ranging from 5 to 17 years of age comprised the withdrawing group. Physical, psychiatric and psychological examinations were given and case histories were made of the 60 children. Critical ratios were determined for the differences between the withdrawing and control groups in respect to a considerable number of influencing factors. Those of greatest significance are reported as follows:

Although the number of broken homes in each group was about the same, a much greater proportion of homes of the withdrawing group had been broken by divorce, desertion or separation than of the control group. Only one child from the control group had been placed out of the home, in contrast with 10 children of the withdrawing group. There were more wealthy homes with superior cultural advantages among the withdrawing group. Poor health at present or previously was a factor with 18 children in the withdrawing

group but with only 5 of the control group. In 12 withdrawing cases the child was from a two-child family and in 9 cases was the older of the two children. Only 4 of the control children were from two-child families; only 1 was the older child.

Both parents were described as non-social in 8 homes of withdrawing children, with no homes of the control group so characterized. Thirty-nine parents in 24 of the homes of the withdrawing pupils were found to be either non-social, neurotic, psychotic, or immoral; in 15 homes, both parents were so designated. Of the control group, both parents were so classified in only 2 cases while 1 parent falls in this category in only 10 instances.

To summarize, the most significant factors seem to be a broken home with the child placed out, poor health, child the oldest of two or three children, and parents characterized as non-social, neurotic, psychotic, or immoral.

"Today's Trends in Childhood Education"

A. C. E. Convention, March 30-April 3, 1937

SAN ANTONIO, Texas, the City of Contrasts, will be hostess to the Forty-fourth Annual Convention of the Association for Childhood Education, March 30-April 3, 1937.

"Today's Trends in Childhood Education" is to be the Convention theme. What are the trends in childhood education today? What are the schools doing about them? How will these trends affect childhood education of

tomorrow? Delegates and visitors will have an opportunity to visit Texas schools, both rural and urban; to participate in forum and class discussions, and to hear outstanding leaders point the direction and evaluate today's trends in childhood education.

The preliminary program will be published next month. The Plaza Hotel is to be convention headquarters. Make your reservations early.

American Education Week

The week of November 9-13, 1936, is to be American Education Week, with "Our American Schools at Work" as the major theme.

Teachers of young children will be interested in obtaining the Kindergarten Primary Packet which contains many helpful suggestions for activities during this week:

Seven publicity releases on the daily themes for the week.

Seven radio talks of five minutes each.

Suggestions for stories to acquaint children

with their school so that they may have more information about them and a new appreciation and understanding for them, e.g. "Where Do Our Supplies Come From?"

Drawings and suggestions for five exhibit windows.

Suggestions on how to plan a visitor's day.

Suggestions for a newspaper with the story of the week's events, mimeographed and taken home to parents.

Write the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D.C., for this packet. Price, 50 cents.

MARY E. LEEPER



News . . . HERE AND THERE

BRANCH MEMBERSHIP CARDS

It was the privilege of the Executive Secretary, last year, to attend Branch meetings and to hold conferences with officers of Branches in twenty-four communities located in eleven different states. What fun it was actually to see these groups at work, and how much the Executive Secretary learned about Branch activities, the splendid ability of A.C.E. members, and how the National A.C.E. could assist Branches!

One result of this visiting is an additional service to Branches in 1936-37. The National Association has prepared a membership card for individual Branch members. These will be sent to the treasurer of each Branch when she forwards to Headquarters at Washington the list of the Branch members, on the yellow enrollment slips, and the national dues for 1936-37. On these blue membership cards space is allowed for the insertion of the name of the member and the Branch to which she belongs. General information about the A.C.E. is given on the reverse side of the cards.

1936 A.C.E. EUROPEAN TOUR

Twenty-eight people enjoyed a summer study tour in France, Switzerland and England under the leadership of Agnes Burke. In addition to the joys of interesting travel experiences, credit was given the members by Teachers College for study done in connection with the tour. A.C.E. tours for the summer of 1937 will be planned by the World Fellowship Committee of the A.C.E., Mary M. Reed, Chairman. Save your money and watch for the announcement of these A.C.E. tours for 1937 in an early issue of *Childhood Education*.

KINDERGARTEN CAMP UNIT

On June 20 occurred the presentation and dedication of the kindergarten unit of the Bolton Summer Camp near Toronto, Canada. This com-

pletely equipped kindergarten building is the gift to the camp of the Toronto Kindergarten Association. It is a memorial to Mrs. Ada Marean Hughes who established the first private kindergarten in Toronto and led the movement which resulted in the incorporation of kindergartens in the Toronto public school system. Miss Noreen Dorrien served as chairman of the memorial committee.

AN ECHO OF MARIE BUTTS' VISIT

Delegates to the New York convention, those who met Miss Butts while she was in the United States, and members of the New York Kindergarten Association, the organization that made the visit of Miss Butts to this country a possibility, will be interested in an excerpt from a letter received by Miss Reynolds, President of the A.C.E., from Pedro Rossello, Assistant Director of the International Bureau of Education in Geneva:

Many thanks for your most kind letter of 19th June. I am very grateful for your appreciation of our General Secretary's participation in your New York convention. Miss Butts has come back full of tales of the wonderfully kind reception she met with in America. She seems to think that American hospitality quite outdoes our European attempts! We shall never forget, at the Bureau, that it was your organization which made Miss Butts' visit to the United States possible, thereby enriching the experiences and knowledge of our staff. Professor Piaget, our Director, wishes me to express his gratitude, as well as that of our whole personnel. We greatly appreciate also the opportunities you gave our General Secretary of meeting important people and making the International Bureau known to them. In particular we were delighted that she was able to dine with you at the White House. We are confident that the many personal and important contacts made will lead to a closer cooperation between the United States and the International Bureau of Education.

CHILDHOOD EDUCATION

A.C.E. BULLETINS FOR 1937

Contributing members of the A.C.E. may expect to receive this year two bulletins: "Foundations in Number" and "The Modern Kindergarten."

STORIES AND POEMS

Have you enjoyed the stories and poems in the three "Umbrella" books? Parents appreciate these books also. One mother writes: "It has been my privilege and pleasure, as well as that of my four-year-old son, to discover recently the 'Umbrella' books." *Told Under the Green Umbrella*, old stories for children of today; *Told Under the Blue Umbrella*, new stories for children of today; and *Sung Under the Silver Umbrella*, an anthology of best verses, old and new, for young children. These books may be ordered from The Macmillan Company. Remind the publishers that you are an A.C.E. member, and receive the advantage of a special discount.

NEW LITERATURE COMMITTEE BOOK LIST

The A.C.E. announces the completion of another undertaking by the Literature Committee, Mary Lincoln Morse, Chairman. This Committee has prepared, for use by teachers and parents, a brief selected list of books for young children. It is in mimeographed form and may be secured from A.C.E. Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. Price, 15c.

The larger bulletin, also prepared by the Literature Committee, giving a complete and annotated list of stories and poems for young children, will be ready for publication before the close of the year.

ROWNA HANSEN AT WAYNE UNIVERSITY

Word has been received that Rowna Hansen has accepted a position in Wayne University, Detroit, Michigan. She will be instructor in the School of Education of the University, and supervisor of probationary teachers in the public schools of Detroit.

Miss Hansen was formerly Junior Specialist in Kindergarten-Primary Education in the U. S. Office of Education, and Editor of *Childhood Education* from 1931 through 1934. For the past two years Miss Hansen has been engaged in graduate study at the University of Michigan.

UNIVERSITY OF PENNSYLVANIA

The Illman Training School for Kindergarten and Primary Teachers is now a unit of the University of Pennsylvania. It is designated "The Illman-Carter Unit for Kindergarten and Primary Teachers."

ASSOCIATION FOR ART EDUCATION

A group of educators has completed the organization of a national association to develop art education in public, parochial, private and professional schools, colleges and universities throughout the country. It will be known as the National Association for Art Education.

While not overlooking the fine arts and the development of artistic ability in that field, the association will seek to enhance appreciation of art and to develop taste which will make the average citizen recognize good design and color in things he uses and has about him every day.

Raymond P. Ensign has been elected executive director of the new association, which will have its headquarters at 333 East 43rd Street, New York City.

ART IN THE ARGENTINE

The first art museum exclusively for school children has been opened in Buenos Aires. Prominent painters and sculptors donated original works, which will be permanently displayed in a special exhibition hall in order to teach the young pupils the direct appreciation of works of art. This museum is named after Fernando Fader, an Argentine painter who died in 1935.

NATIONAL COUNCIL OF PARENT EDUCATION MEETS

The Fifth Biennial Conference of the National Council of Parent Education will be held at the Edgewater Beach Hotel, Chicago, November 11-14, 1936. Like previous biennial meetings of the Council, this conference will take the form of a congress of workers engaged in various types of education for family life, marriage, and parenthood.

WORLD CONFERENCE OF W.F.E.A.

The World Federation of Education Associations announces that the Seventh World Conference of the Association will be held August 2-7, 1937, in Tokyo, Japan.

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ASSOCIATION FOR CHILD LANGUAGE EDUCATION

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